



2021

Annual Report

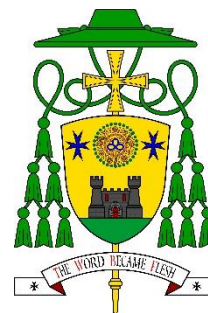
Faith in their future



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LETTER OF TRANSFER



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

Dear Bishop Gauci

On behalf of the Catholic Education Council of the Northern Territory, we present you with the Catholic Education Northern Territory Annual Report for the year 2021.

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

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

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

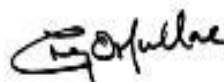
The CEO continues to represent NT Catholic schools in its liaison with the Australian and Northern Territory Governments on a range of important issues such as school funding, support for special needs students, student wellbeing, boarding facilities, capital subsidy, development of new sites and building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

This Annual Report reflects the accountability and governance responsibilities of the Catholic Education Council (NT) in relation to our Strategic Plan in the Key Areas of Catholic Identity; Leadership; Teaching and Learning; Pastoral Care and Wellbeing; Community and Culture; and Finance, Facilities and Resources. During the last year, the Council has participated in a review lead by Greg Crafter. In Semester 2, 2022, we expect a newly endorsed model to be implemented, with the Bishop appointing new members along with some continuing Council Members, to better facilitate changes in the Strategic Plan and new Council structure.

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



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

February 2022

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 (CENT), the National Catholic Education Commission (NCEC) 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 Catholic Education in the Northern Territory.

Membership

Council members from the Northern Territory are appointed by the Bishop. Members 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 committed 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	
Bishop Charles Gauci	
Executive Officers	
Mr David Reilly	Chair / Community Member
Br Anthony Caddy FMS	Deputy Chair
Mr Greg O'Mullane	Director of Catholic Education NT / Ex Officio
Ordinary Members representing Deaneries	
Fr Malcolm Fyfe, MSC	Vicar General & Chancellor
Mr Cameron Hughes	Principal, St John's College
Fr Leo Wearden, MSC PP	Priest Representative
Mr Anthony Burton	Parent Representative
Mrs Laretta Hagan	Parent Representative
Mr Peter Caldwell	Community Member
Dr Nicole Johnson	Community Member
Ms Stacey Parker	Indigenous Representative
Ex Officio	
Mrs Jacqui Langdon	Deputy Director Teaching & Learning
Mr Dirk Botha	Deputy Director School Services
Sr Catherine Mead	Leader of Catholic Identity
Br Daniel Hollamby	Principals' Consultant

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

- 16 March 2021
- 25 May 2021
- 31 August 2021
- 15 November 2021

The Catholic Education Council met once each term on:

- 9 April 2021
- 4 June 2021
- 17 April 2021
- 3 December 2021

FOCUS DISCUSSIONS

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

- Greg Crafter's Catholic Education Council Review
- CEO's presence in Alice Springs
- The shared facility between Mother Teresa Catholic Primary School and Zuccoli Primary School
- COVID-19 protocols
- Modern Slavery Act 2018 implementation in the Diocese of Darwin
- Review of Non-Government Schools Legislation
- The Teaching and Learning Framework
- The Leadership Framework
- The NET Youth Ministry
- The issue of CENT's Approved Authority, raised by the Australian Government's Department of Education as a property trust
- The National Catholic Education Commission's School Surveys
- The Collective Enterprise Agreement 2022 - 2024
- Safeguarding Children and the Catholic Professional Standards Limited
- The Pastoral Care and Wellbeing Policy
- Work Health & Safety
- St John's Catholic College – Boarding
- CENT's Strategic Direction
- Capital Projects
- Capital Projects through BGA programs

COUNCIL STANDING COMMITTEES – 2021

Six Standing Committees report to the Council on the Six Key Areas of the Strategic Plan for 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 (CI)	Sr Catherine Mead	Leader of Catholic Identity
Leadership (L)	Mr Greg O'Mullane	Director of Catholic Education
Teaching & Learning (T&L)	Mrs Jacqui Langdon	Deputy Director Teaching & Learning
Finance, Facilities & Resources (FF&R)	Mr Dirk Botha	Deputy Director School Services
Community & Culture (C&C)	Br Daniel Hollamby	Principals' Consultant
Pastoral Care & Wellbeing (PCWB)	Sr Catherine Mead	Leader of Catholic Identity

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 and making recommendations in relation to Catholic Identity, Mission and Faith Formation.

During 2021 the Catholic Identity (CI) Standing Committee completed a review of two policies, namely, CE 5002 Formation of Staff (Accreditation) Policy and CE 5001 Religious Education Policy. The two policies were ratified at the meeting of the Catholic Education Council in December 2021.

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	Staff Representative – Deputy Principal
Clalia Marr	Diocesan representative / Parent	Professional expertise
Deacon Tony Cunningham	Diocesan Representative	Professional expertise Deacon
Reuben Johnson	Mother Teresa Catholic Primary School	Principal Representative

Meetings 2021	10 March	19 May	18 August	10 November
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LEADERSHIP STANDING COMMITTEE

The Leadership Standing Committee advises Council on matters relating to the leadership in schools, School Improvement and Renewal Framework (SIRF), formation reviews, leadership appraisals, and the development of policies, processes and practices to nurture 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
Paula Sellars	Holy Spirit Catholic Primary School	Principals' Representative
Andree Rice	Xavier Catholic College	Principals' Representative

Margie Talbot	Mother Teresa Catholic Primary School	Professional expertise
Nicholas Jack	O'Loughlin Catholic College	Professional expertise
Shane Donohue	Catholic Education Office	Principal Consultant
Stephen Versteegh	O'Loughlin Catholic College	Professional expertise

Meetings 2021	15 March	17 May	30 August	15 November - Cancelled
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TEACHING AND LEARNING STANDING COMMITTEE

The Teaching & Learning (T&L) Standing Committee is responsible for advising the Catholic Education 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	Deputy Director T&L
Adriaan Du Plessis	Catholic Education Office	Leader of Inclusion Support Services
Annalea McCurry	Catholic Education Office	Leader of T&L
Kathryn Ezzy	MacKillop Catholic College	Professional expertise
Gabrielle Lindsay	Xavier Catholic College	Professional expertise
Rachael McDowall	Sacred Heart Catholic Primary School	Professional expertise
VACANT	Catholic School Parent	Parent representative
Patricia Walker	Our Lady of the Sacred Heart Thamarrurr Catholic College	Professional expertise

Meetings 2021	23 February	17 May	11 August	3 November
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FINANCE, FACILITIES & RESOURCES STANDING COMMITTEE

The Finance, Facilities & Resources (FF&R) 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

Meetings 2021	9 March	25 May	24 August	16 November
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COMMUNITY & CULTURE STANDING COMMITTEE

The Community and Culture (C&C) 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
Sherri Bryers	Catholic Education Office	Manager Aboriginal/Islander Workforce Dev
Robyn Craig	Catholic Education Office	RE Team
Nikita Jason	Holy Spirit Catholic Primary School	Teacher
Letticha Clarke	St John's Catholic College	Aboriginal & Islander Education Worker
David Paull	O'Loughlin Catholic College	Aboriginal & Islander Education Worker
Rhett Bowden	O'Loughlin Catholic College	Principal
Anthony Burton	Catholic Education Council NT	Member Catholic Education Council

Meetings 2021	22 February	7 April	25 May	3 November
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PASTORAL CARE & WELLBEING STANDING COMMITTEE

The Pastoral Care and Wellbeing (PC&WB) 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

Sr Catherine Mead	Catholic Education Office	Leader Catholic Identity & RE
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

Meetings 2021	16 February	4 May	18 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

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Deacon Tony Cunningham	Diocesan Representative	Professional expertise Deacon
Reuben Johnson	Mother Teresa Catholic Primary School	Principal Representative

2021	Term 1	Term 2	Term 3	Term 4
Meetings Dates	10 March	19 May	18 August	10 November

RELIGIOUS EDUCATION

JOURNEY IN FAITH CURRICULUM TRANSITION – YEAR 10

The Journey in Faith curriculum continues to be the mandated Religious Education Curriculum in urban Catholic schools in the Northern Territory for Transition – Year 10 students. Assistant Principal Religious Education leaders and coordinators were provided with resources to break open and form staff members in the design, content and pedagogy in all five strands of the curriculum; Sacred Text; God, Faith and us; Church for the World; Moral Life; Prayer and Sacramentality. A draft of the Made in the Image of God Curriculum and training was provided to APRE / RECS in 2021 in preparation for the implementation of the Curriculum in CENT urban schools in 2022.

SENIOR SECONDARY RELIGIOUS EDUCATION

Senior secondary students in Catholic Education Northern Territory continued to develop skills through their engagement with the South Australian Certificate of Education SACE courses at Stage 1 and Stage 2 namely: Studies of Religion, Integrated Learning and Community Studies.

The Certificate III Christian Ministry and Theology course from the Institute of Faith Education in Brisbane is delivered in two schools in the Diocese.

The South Australian Certificate of Education results for Religion Studies and Integrated Studies indicate that students are consolidating skills, knowledge and understanding in Religious Education. Students in Year 11 had the opportunity to complete 10 credit units at Stage 2 and achieved the results illustrated in Figure 1. Students in Year 12 had the opportunity to complete 20 credit units in Religion Studies achieving the results illustrated in figure 2.

The results for those students completing Integrated Learning (Religion) is illustrated in figure 3. Student completing Integrated Studies (Religion) chose a variety of topics to study in 2021 such as World Religions, Youth Ministry and Catholic Social Justice Teaching. Figure 3 illustrates the South Australian Certificate of Education combined results achieved by students for Integrated Learning in Religion in 2021

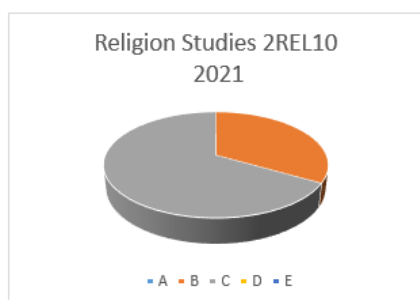


Figure 1 Religion Studies

10 credit results 2021

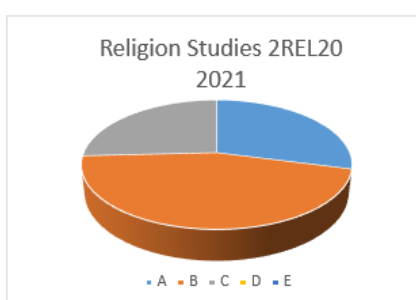


Figure 2 Religion Studies

20 credit results 2021

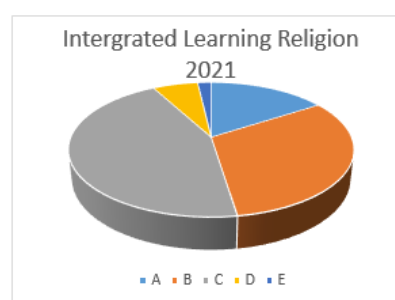


Figure 3 Integrated Learning Religion

20 credit results 2021

The Certificate III in Christian Ministry (CMT) is a Certificate III course, comprised of core teachings of the Catholic Faith as well as important skills such as teamwork, creative and critical thinking, ethics and leadership. During 2021 two schools continued to deliver CMT as their Year 10 -12 Religious Education Program. The two year course is made up of four modules Community, The Story, Choices and The Edge. During 2021, 12 students completed all modules to receive a Certificate III in Christian Ministry with 1 student completing several competencies to gain a statement of attainment. Two students from Xavier College, Wurrumiyanga completed Certificate III in Christian Ministry and Theology during 2021.

ASSISTANT PRINCIPALS RELIGIOUS EDUCATION NETWORK

The Assistant Principal Religious Education Network met four times during 2021, both in person and virtually due to Covid restrictions. The Network is comprised of Assistant Principal Religious Education or Religious Education Coordinators with qualifications in theology, religious education and /or leadership. In the urban schools five leaders have a Masters of Theology, Religious Education and/ or leadership, while six leaders are working towards completion of their Master's degree. Four Religious Education Coordinators have a Graduate Certificate and one Coordinator is working towards completion of the Certificate.

Members of the APRE urban network participated in sharing good practice in professional learning topics within the network during 2021:

Term 1

- What type of Catholic School am I leading as APRE / REC in 2021? This topic is based on the typology of the Leuven Enhancing Catholic Identity Project
- CENT Wellbeing for Leaders consultation
- Journey in Faith – Understanding By Design

Term 2

- Sharing good practice in liturgy and curriculum
- 200 Years of Catholic Education –Reflecting on The Visitation on the Feast of Our Lady Help of Christians
- Assessment practices in Religious Education

Term 3

- Draft Made in the Image of God Curriculum professional Learning facilitated by Sue Coghlan and Deb Lubatti from Catholic Education South Australia

Term 4

- Reflection Day – *Listening to the God Within* to be facilitated by Catholic Aboriginal Leadership Team (CALT) was postponed until 2022 due to a COVID lock down. An APRE meeting was held via zoom to introduce the revised Accreditation Policy and Religious Education Policy

ABORIGINAL CATHOLIC COMMUNITY SCHOOLS ASSISTANT PRINCIPAL RELIGIOUS EDUCATION NETWORK

The Aboriginal Catholic School Communities (ACCS) form a network comprising both local and non-local leaders and teachers. Two communities have a leader with a Masters of Theology, Religious Education and Leadership (APRE), two communities are led by Religious Education Coordinators (REC) who have a Graduate Certificate in Religious Education. Local teachers lead the teaching of Religious Education in Wadeye.

The ACCS Network collaborated with the Catholic Aboriginal Leadership Team (CALT) on the Culturally Responsive Pedagogy Project undertaken in Catholic Education NT based on the work of Jason Yunkaporta's 8Ways. Network participants shared their good practice in linking the liturgical seasons with culture, language and learning on country in each of the ACCS communities.

Term 1

- Belonging and Community
- The Season of Lent and culturally responsive pedagogies

Term 2

- Pentecost and culturally responsive pedagogies

Term 3

- Pentecost and demonstrations of learning on country
- Planning and co-designing the APRE Reflection Day – *Listening to the God Within*

Term 4

- Introducing culturally responsive pedagogies in RE to non-local teachers
- Facilitated APRE reflection day postponed until 2022 due to a COVID lock down replaced by CALT planning for 2022

During 2021, the Religious Education team at CENT supported six assistant teachers from Wadeye to complete a Certificate II in functional Literacy as applied to Religious Education. In 2022 continued support will be provided as VET certificates are developed to enrich the work of local teachers and assistant teachers in Religious Education.

FAITH FORMATION

DIOCESAN LEADERS CONFERENCE

The Diocesan Leaders Conference: *A conversation across the Diocese on the encyclical letters of Pope Francis; namely, Laudato Si' (On Care for our Common Home, 2015) and Fratelli Tutti- (On the fraternity and social friendship, 2020)* was attended by one hundred participants; clergy and leaders from Catholic Education NT, Catholic Care, Parish representatives and Diocesan agencies and offices. Professor Gerard Moore from the Australian Institute of Theological Education Broken Bay Institute (BBI) presented two key note addresses via zoom to the participants. The key note addresses were interspersed with dialogue groups relating the principles of Laudato Si' to Youth Ministry; Catholic Care; St Vincent de Paul; Prison Ministry and Creation Spirituality.

CATHOLIC IDENTITY FORMATION DAY- CELEBRATING OUR CARE FOR CREATION

Jacqui Rémond, (PhD Candidate, The University of Notre Dame, Nulungu Research Institute Laudato Si'; ACU Consultant, Australian Catholic University; Co Coordinator Ecology Taskforce, Vatican COVID Commission; Co-Founder Laudato Si' Movement) was a co-facilitator for the formation experience based on Pope Francis' Laudato Si'-on Care for our Common Home. Jacqui presented two keynote addresses titled:

- *The Wisdom of our Tradition in caring for our Common Home – Catholic Social Justice – Laudato Si' principles*
- *Educating for a deepened sense of the sacred and all that is true, good and beautiful*

Three dialogue sessions took place during the formation day to ground the practice of Laudato Si' in our school communities. The dialogue sessions included:

- Representatives from the Aboriginal Indigenous Education Worker network and CEO staff sharing stories of ecological conversion and creating culturally aware learning environments
- Xavier Catholic College local staff sharing how TIWI integrate faith, spirituality, culture in learning on country
- CENT Executive on the implementation of integral ecology opportunities in our school communities

Dr Miriam -Rose Ungermarr Baumann (Senior Australian of the Year 2021) and renowned educator with Kellie McGinlay, Principal of St Francis Xavier Catholic School in Nauiyu, shared her reflection on Dadirri.

Participants were invited to provide their response and feedback during the day via menti-meter to the following questions: From what you have heard so far what struck you? In one word describe what is resonating with you; what do you sense is an ecological conversation priority in your school or office? The feedback will be used in 2022 to inform Laudato Si' steering teams in school communities.

School communities were invited to plant a tree during October as a symbol of their commitment to Caring for Creation during the Season of Creation and to pray for the COP26 gathering, Additionally, schools were invited to explore signing up for the Laudato Si' Platform Action Plan in 2022.

Faith Formation of Staff Members in Catholic Education NT

Faith Formation sessions were conducted throughout the year via zoom on the following topics:

- Lent- See you in 40 days (eighteen participants)
- Alleluia- the Easter Season (eleven participants)
- From Passion to Pentecost (nineteen participants)
- Celebrating the Eucharist (twelve participants)
- Women in the Bible (seven participants)
- Advent through ART (twelve participants)
- Infancy Narratives – Godly Play (six participants)

Throughout the year seventy-four (74) CENT staff members attended these sessions. Additionally the workshops were presented by Religious Education Officers during school staff meetings.

PROFESSIONAL LEARNING

GRADUATE STUDIES IN RELIGIOUS EDUCATION

The Broken Bay Australian Institute of Theological Education facilitated two courses intended to be on site at the Catholic Education Office in January and in July 2021. Due to COVID restrictions on travel in January and a lock down in Darwin in July, the courses were delivered in a hybrid format, through zoom and online learning.

THEO800 Introduction to Theology – eight (8) participants

REDU801: Religious Education in the Contemporary Classroom – nine (9) participants

STUDY INCENTIVE PROGRAM

The Study Incentive Program received forty four (44) applications to support ongoing professional development and study in Catholic Education Northern Territory.

Thirty five (30) applications were received for the priority areas of Religious Education. Theology and Leadership.

Four applicants (4) withdrew their application and nine applications did not meet the eligibility criteria. Due to the numbers applying for support under the Study Incentive Program in 2021, applicants were granted funding for two units of study.

44 Applications Received (as of 4 November 2020)	Budget for 2021
40 applications for identified CENT priority 1 areas of study including; Graduate Certificate in Religious Education Masters of Educational Leadership Masters of Religious Education Masters of Theology and Leadership	Budget for two units of study per person @ \$100,664.90
6 applications for identified CENT priority 2 areas including special education and science	2 units of study per person @ \$16,337.50
8 applicants for identified CENT priority areas including finance, vocational education training	2 units of study per person cost of \$16,050
	Total \$133,052.40

As of January 2022, 23 applicants accessed their SIP 2021 grants and reimbursed accordingly.

Study Incentive Program 2021	Expenditure 2021
Tuition fees <ul style="list-style-type: none"> ○ Graduate Studies in Religious Education BBI & ACU (7) ○ Masters of Educational Leadership and Theology (13) ○ Masters of Religious Education (2) ○ Masters of Education (1) 	\$66,779.92
Travel and Accommodation <ul style="list-style-type: none"> ○ Graduate Certificate in Religious Education face to face courses in Darwin 	\$6,671.39
Catering	\$640.36
Professional learning course fees	\$6,600.00
	Total expenditure \$80,691.67



LEADERSHIP

The focus areas for 2021 for the Leadership Standing Committee were

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

The Leadership Standing Committee advises Council on matters relating to the leadership in schools, School Improvement and Renewal Framework, formation reviews, leadership appraisals, and the development of policies, processes and practices to nurture 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
Paula Sellars	Holy Spirit Catholic Primary School	Principals' Representative
Andree Rice	Xavier Catholic College	Principals' Representative
Margie Talbot	Mother Teresa Catholic Primary School	Professional expertise
Nicholas Jack	O'Loughlin Catholic College	Professional expertise
Shane Donohue	Catholic Education Office	Principal Consultant
Stephen Versteegh	O'Loughlin Catholic College	Professional expertise

Meetings 2021	15 March	17 May	30 August	15 November - Cancelled
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LEADERSHIP FRAMEWORK

With the penultimate version of the Leadership Framework ready in December 2021, the CEO Executive first considered the Diocesan Leadership Conference in July 2021 as the most suitable event to launch it, as all school leaders and diocesan agency representatives would be present. However, the final agenda was quite packed and the time slot available was insufficient to give the launch the profile it required.

The CEO Executive then considered Catholic Identity Day, Friday, 10 September, with a focus on Pope Francis' Laudato Si as the next best option. One of the expectations of the day was for staff

in schools be engaged to drive Laudato Si as part of their AIP for 2022, and using the Leadership Framework was the ideal vehicle to embark on the decision making process. It also meant that the Leadership Framework was launched in the presence of over 500 school leadership and staff.

As a lead into the official launch in September, the Director presented the Framework to a variety of networks, including Principals, Deputy Principals, Assistant Principals Religious Education, Teaching and Learning, CEO's Inclusion Support Service Officers and the Wellbeing network.

The Catholic Identity Day proved to be an excellent occasion for the launch of the Framework as it tied in well with the presentation done by Jacqui Remond, the co-founder of the Global Catholic Climate Movement. Jacqui engaged the audience by the promotion of Laudato Si in schools, with the Director using the Leadership Framework to support the work that would occur by each school team.

LEADERSHIP PROGRAM

Catholic Education Northern Territory (CENT) offers a suite of Leadership programs to support and develop staff in the system.

Through the Study Incentive Program (SIP), a range of programs are offered through the Australian Catholic University (ACU) and Broken Bay Institute (BBI). The Study Incentive Program (SIP) program offers a range of funding towards these programs.

The programs are in the areas of:

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

There was 44 staff supported by the program with the majority of the participants completing two units.

To compliment this offering, CENT continued our work with the Brown Collective. The programs we were involved with were the Executive Leadership program and the Middle Leaders program. The Middle Leaders program was able to continue, although duties had to be adjusted because of COVID-19. The program, as in previous years, received very positive feedback from the participants.

The delivery of the Executive program was impacted by COVID-19. The program was to occur in Brisbane as part of the national program, with participants travelling from around the country. The prospect of lockdowns and travel restrictions again created uncertainty that all participants would be able to attend and after a number of changed dates, it was decided to postpone the program until 2022.

PROJECTS AND AGREEMENTS (P&A) 2021

CENT's Senior Contract officer continued to support activity being undertaken throughout CENT during 2021. This included assisting in mapping activity and projects to broader strategic and management objectives whilst still complying with funding objectives, reporting, and financial budgets.

Support was provided to Principals, school leadership and the CEO Office as follows:

1. Build capacity in contract management, compliance and governance.
2. Alignment of project objectives with funding objectives.
3. Negotiation and draft of contractual agreements to accurately capture the intent, obligations and governing terms and conditions.
4. Liaison with various stakeholders, contractors, suppliers and government agencies.

The focus of support was on good governance, due diligence, risk mitigation/management and providing advice on contract negotiation, development & management, and subsequent project planning and discernment (as applicable).

The following CENT Standard Templates are available to the CEO and CENT schools to assist in mitigating and reducing risk to CENT:

- Agreement for Use of School Premises
- Contractor Service Agreement
- CEO Consultancy Service Agreement
- CEO Tenancy Agreement
- Minor Works (Infrastructure) Agreement
- Minor Works Variation
- Schools Consultant Service Agreement
- Schools Memorandum of Understanding
- Non-Disclosure Agreement
- Project Plan

Successful relationships with delegates from Commonwealth and Northern Territory agencies and other key funding bodies is crucial to effectively manage special grant funding arrangements. Positive relationships with stakeholders assist CENT in the successful management of various programs.

Some Key achievements during 2021 are:

- **St Johns Catholic College Boarding Support** – Contractual management and finalisation of initial special project funding to support St Johns Boarding Consolidation program. Lead the completion of a further Application for Indigenous Boarding Providers Funding and subsequent negotiation of the Contractual arrangement with National Indigenous Australians Agency to secure additional funding.

- **Shared Facilities Zuccoli Primary School & Mother Teresa Catholic Primary School** – Contractual advice, discernment and successful negotiation and finalisation of the Joint Use Agreement with NT Department of Education to enable Mother Teresa Catholic Primary School to enjoy the long term use of Zuccoli Primary School's Shared Facility providing state of the art STEM facilities and multipurpose hall.
- **ACCS Cabling Upgrade** – Contractual management activities, support and advice to the CEO IT Department and liaised with the Cabling Contractor to resolve project issues as and when appropriate.
- **CompliSpace** – Negotiation with software provider to ensure appropriate service level agreements and software product enhancement roadmap were included in the Software Licensing Agreement, which provides an online Risk Assessment solution to all 17 CENT schools.
- **Families as First Teachers** - Contractual negotiation and renewal of the contract for the Families as First Teachers program with Northern Territory Department of Education to secure funding for 2021-22 to enable continuity of the program facilitated at Our Lady of the Sacred Heart Thamarrurr Catholic College. Successful contract closure activities to finalise the 2018-2020 contractual reporting and financial acquittal.

SCHOOL NUTRITION PROGRAM

The School Nutrition Program (SNP) is funded by the Commonwealth's National Indigenous Australians Agency (NIAA). This funding supports the operational costs of the provision of meals to school students in our five Aboriginal Community Catholic Schools located at Nauiyu, Wadeye, Santa Teresa and Wurrumiyanga.

The SNP Program Manager continued to manage and co-ordinate the delivery of the School Nutrition Program, providing support to all Aboriginal Community Catholic Schools (ACCS) to facilitate delivery.

Management activities of this program includes:

- General project management support and advice to ACCS leadership and employees involved in the delivery of the program.
- Provision of periodic financial reporting to Principals
- Liaise with the NIAA Grant Management team to report on activity and compliance, notification of issues and discussion of any operational concerns regarding the program.
- Preparation of progress reporting and co-ordination of financial acquittal information to NIAA.
- Liaise with Services Australia and Centrepay regarding parental contributions for the program.
- Identification and co-ordination of relevant training opportunities for program staff.
- Liaison with NT Health Nutritionists and co-ordination with Schools to undertake menu assessments.

Schools employ a School Nutrition Program (SNP) Co-ordinator who is responsible for menu planning and 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 229,218 meals to students and worked with Department of Health Nutritionist to determine best menu options. During the year program, many of our program staff were able to undertake contextualised training and gained certificates in Safe Food Handling with the Australian Institute of Food Safety.

CENT STRATEGIC PLAN (2023-2025)

The development of the CENT Strategic Plan for 2023 – 2025 has been a key priority informed from the system review in November 2020; facilitated by Pauline Taylor Guy from ACER. The review involved Leaders from the Catholic Education office and schools working collaboratively to evaluate CENT against the six domains of the ACER Education System Improvement Tool based on existing evidence and practice.

ESIT - Domains¹	
Clarity of Vision and Purpose	1
Enabling effective Leadership	2
Data Informed policy and practice	3
Quality Teaching	4
Collaborative networks and partnerships	5
Targeted use of Resources	6

Priorities for the new Strategic Plan emerged from the information and evidence gathered through the Education System Improvement Tool (ESIT) review and through further discussion and feedback from the various network groups including Principals, Deputy Principals, Assistant Principals Religious Education, Curriculum Coordinators and Catholic Aboriginal Leadership Teams.

Catholic Education NT Mission & Vision statement was also reviewed and updated as part of this process; incorporating 'Values' as an additional component.

Extensive consultation with key stakeholders has continued throughout 2022 including with the Catholic Education Council, resulting in further refinement and updates to the Plan. The intent is to launch the finalised Strategic Plan in Semester 2, 2022.

CATHOLIC EDUCATION COUNCIL REVIEW

Greg Crafter (AO) (previous chair of National Catholic Education Commission) was engaged by the Director of CENT and Bishop Charles to facilitate a review of the Catholic Education Council in 2020/2021 that involved dialogue with key stakeholders to stimulate discussion and debate regarding future directions for effective Governance of Catholic Education in the NT.

The focus areas for the review included:

- Scope and vision
- Objectives and function
- Membership and model of governance
- Standing committees and roles
- Professional development and future formation

Following the dialogue with key stakeholders, Greg presented a First Impressions paper with recommendations for consideration and further discussion. Greg presented the final summary document at the September Council meeting with clarification and further background information for Council regarding recommendations.

The Catholic Education Council and Bishop formally endorsed the final recommendations along with the proposed new structure at the Council meeting in December 2021 with semester 1, 2022, being the transition period to allow for a review of the Constitution and discernment in relation to the identification of possible council candidates aligned to the recommended skills matrix.

Implementation of the new Governance structure will commence in Semester 2, 2022 with prospective Council members interviewed by the Bishop, the Director for Catholic Education and Greg Crafter.



TEACHING AND LEARNING

TEACHING AND LEARNING STANDING COMMITTEE

The Teaching & Learning (T&L) Standing Committee is responsible for advising the Catholic Education 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	Deputy Director T&L
Adriaan Du Plessis	Catholic Education Office	Leader of Inclusion Support Services
Annalea McCurry	Catholic Education Office	Leader of T&L
Kathryn Ezzy	MacKillop Catholic College	Professional expertise
Gabrielle Lindsay	Xavier Catholic College	Professional expertise
Rachael McDowall	Sacred Heart Catholic Primary School	Professional expertise
VACANT	Catholic School Parent	Parent representative
Patricia Walker	Our Lady of the Sacred Heart Thamarrurr Catholic College	Professional expertise

Meetings 2021	23 February	17 May	11 August	3 November
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MAIN TEXT FOR TEACHING & LEARNING SECTION

INTRODUCTION

The CENT Teaching and Learning Team gained new members with extensive experience from a diverse range of educational backgrounds.

Claire Koefoed - Early Years Literacy Education Officer,

Guy Glover - Numeracy and Mathematics Education Officer,

Angela Hollis - Secondary Pedagogy and Curriculum Education Officer and

Annalea McCurry - Leader; Teaching and Learning.

Development of the Teaching and Learning improvement plan was informed by feedback from schools, the CENT Strategic Plan and identified Territory, National and school improvement priorities.

A range of quality professional development opportunities aligned to system and school priorities were provided via external facilitators and team members at the system, school and network level.

The CENT Data schedule was reviewed and refined in response to the trial and feedback from schools; ready for full implementation in 2022. The trial has been successful in promoting the collection of data required to guide informed, accurate and effective decision making focused on improving student outcomes.

Teaching and Learning continued to support schools in accessing quality models of bilingual education and use of the Indigenous Language and Culture Curriculum. The development of the Learning and Teaching Framework was also prioritised, providing a united vision and mission to support the growth of all learners. The key framework principles of being purposeful, informed, relational and holistic are central to the work of all educators across the system. The final draft of the Framework will be completed in 2022.

PROFESSIONAL DEVELOPMENT

Developing Professional Learning Communities continued to be a focus for 2021, led by Gavin Grift as webinars rather than face to face workshops due to border restrictions. These were successfully attended by schools and will continue to be provided in 2022 to support the culture of strategic, data informed professional dialogue aimed at improving student outcomes.

The systemic approach to Instructional Coaching continued with the inclusion of Phase 3 schools. This has resulted in staff from all CENT schools participating in the professional learning facilitated by Trish Gooch from TG Consulting. A key focus of the workshops was reflecting on how the skills and strategies learnt as a coach build capacity and support participants in their roles, whether as classroom teachers or in positions of responsibility thus supporting quality classroom practice and high impact teaching throughout our schools.

Funding from the non-government reform agenda supported the ongoing professional development for middle leaders with the Leading From Within (Middle Leaders) Program facilitated by the Brown Collective. The program provides the opportunity for participants to grow their skills and reflect on their impact as leaders in education. Leaders and coordinators in preschools and Early Years centres were also provided with professional learning to develop their leadership and management skills through the *Developing Early Years Leaders* program run by Ann Sexton.

The Curriculum and Data Informed Practitioners network continued to focus on quality planning, pedagogy and assessment practices. Sessions explored effective documentation, data informed practice- including the development of school data plans- and culturally responsive pedagogy and assessment. The opportunity for schools to share examples of best practice was very successful, along with the Inclusion Team's Occupational Therapist providing examples of supporting inclusive learning environments. The network has committed to responding to feedback from the Curriculum and Data Informed Practice Coordinators in developing the meeting agendas to ensure it is able to support schools in addressing their School Improvement priorities.

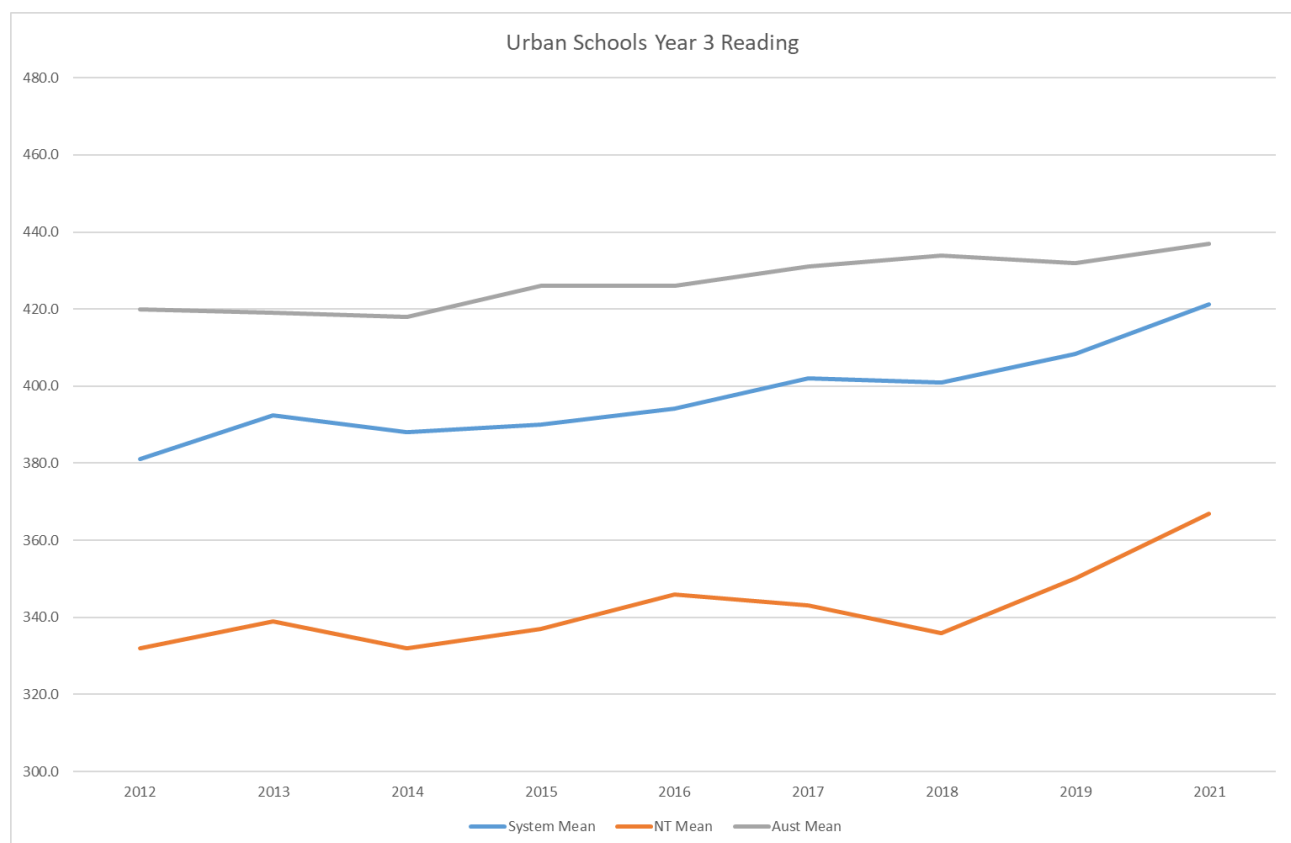
The Teaching and Learning Google site was developed to enhance communication between the Teaching and Learning Team, Curriculum and Data Informed Practice Coordinators and educators in our schools, particularly as COVID -19 restrictions impacted meetings and school visits. The platform provides easy access to critical information and documentation, professional learning support along with up to date and culturally responsive resources.

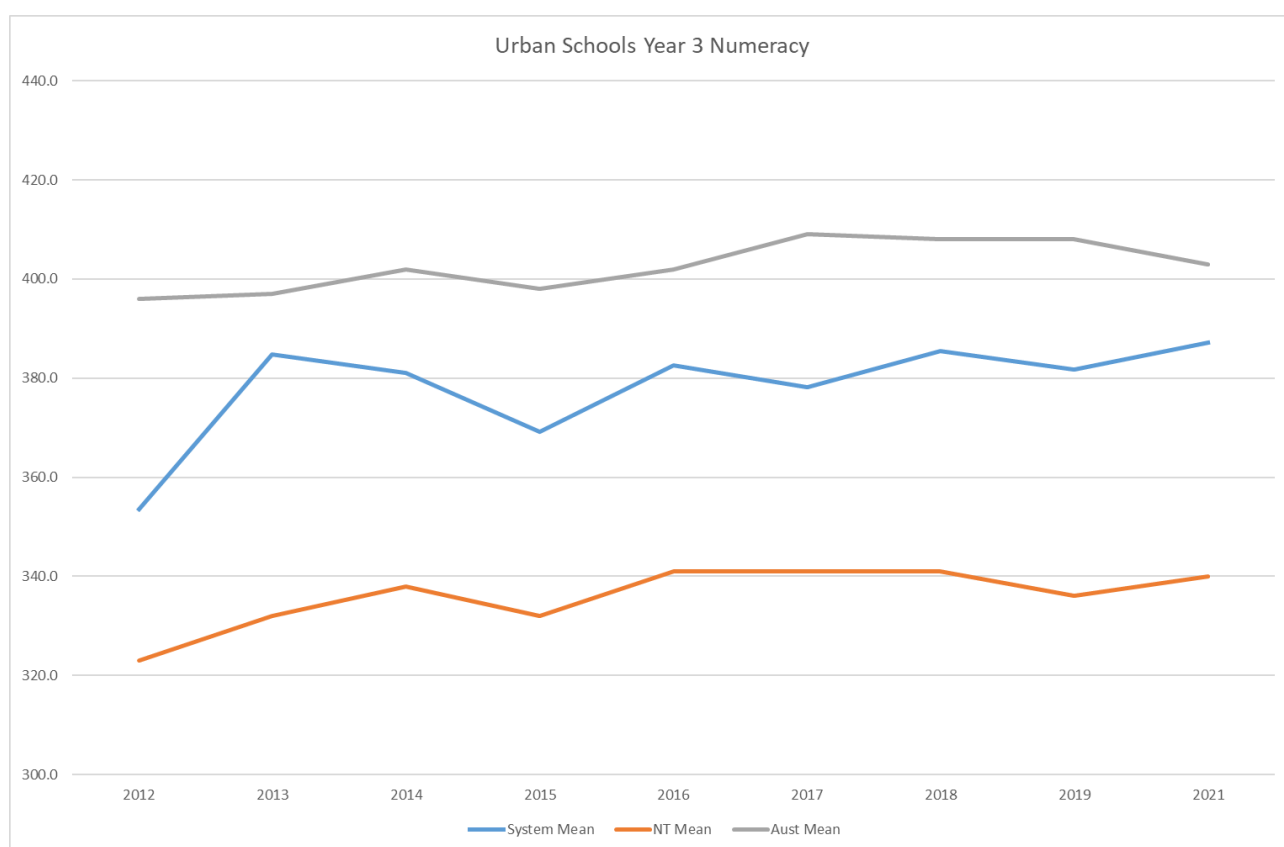
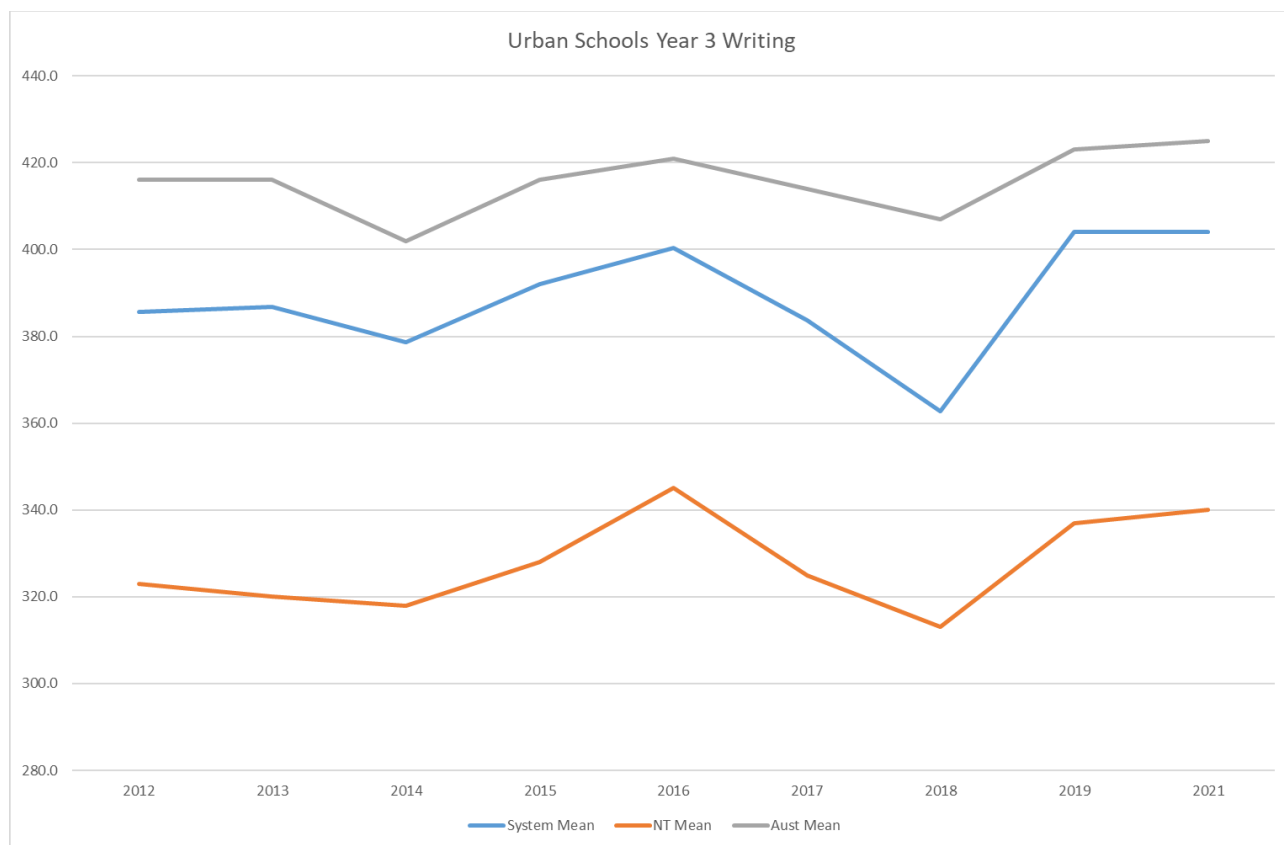
2021 CENT NAPLAN DATA ANALYSIS

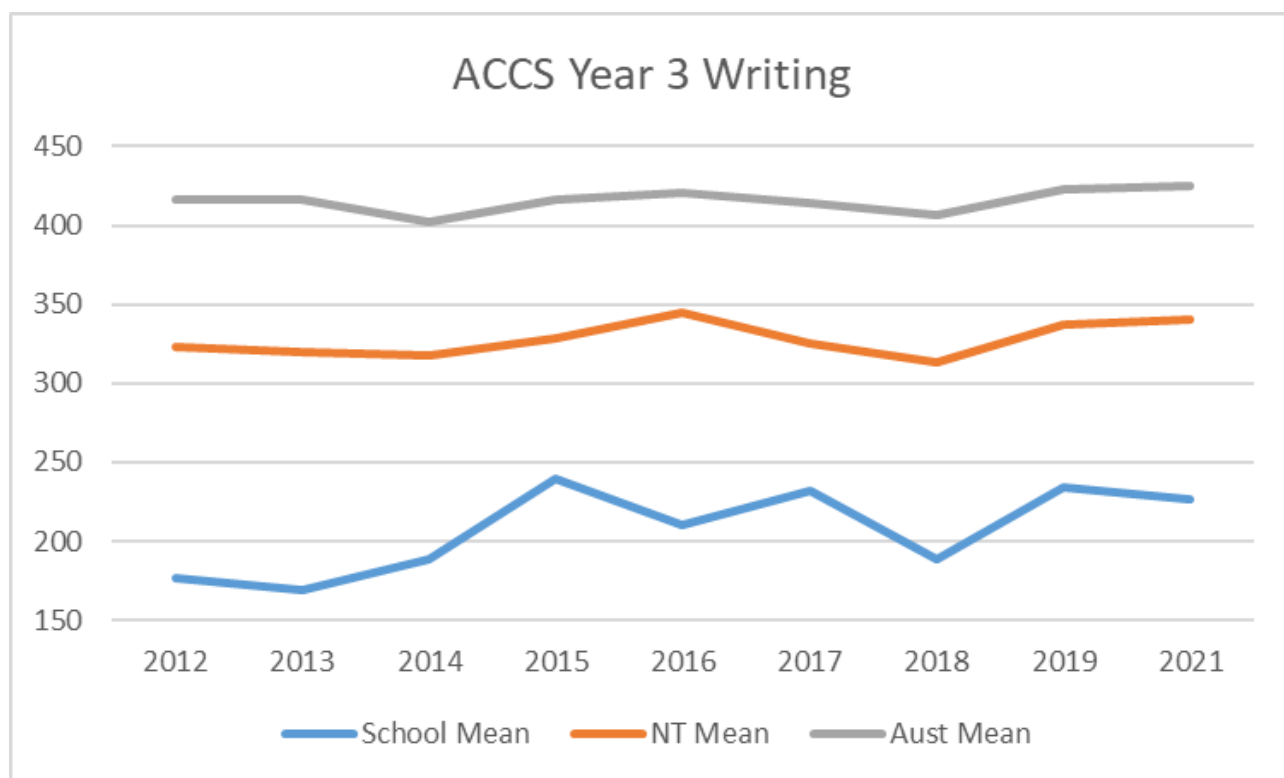
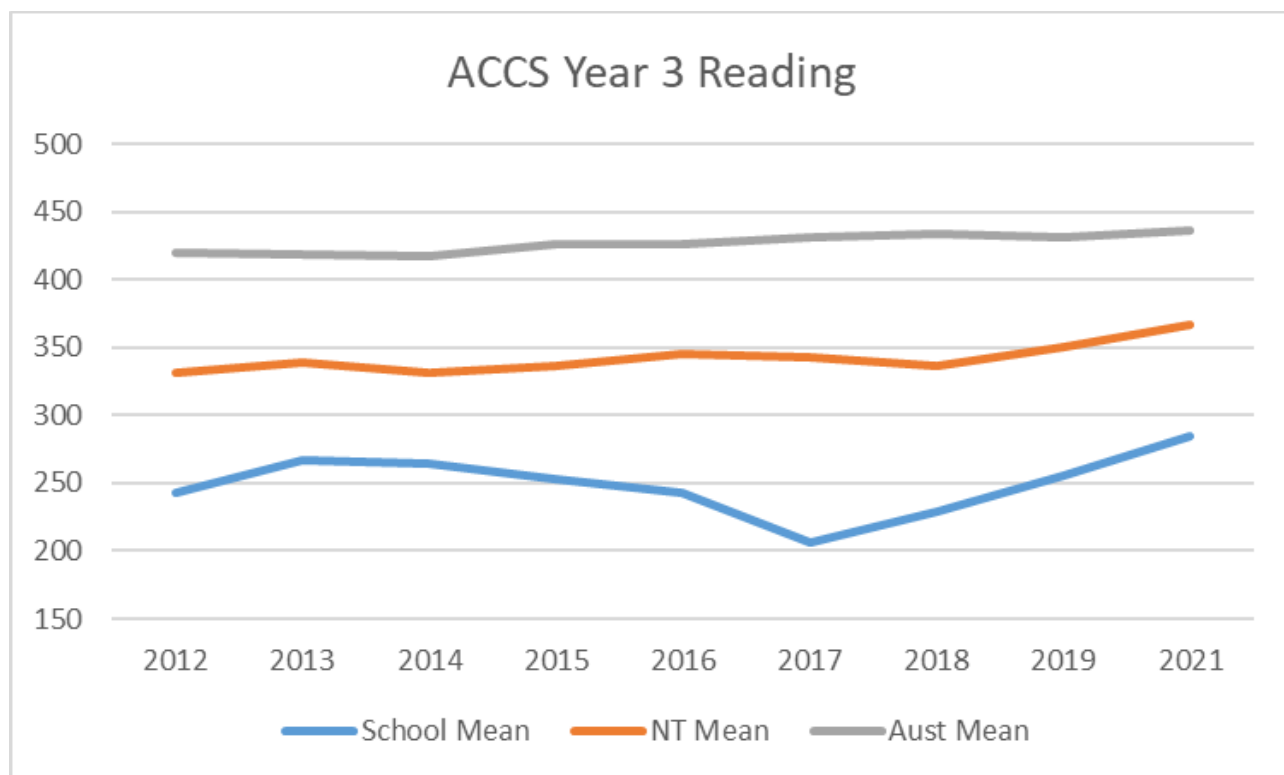
Longitudinal Year-based, Mean and Growth graphs for Reading, Writing and Numeracy.

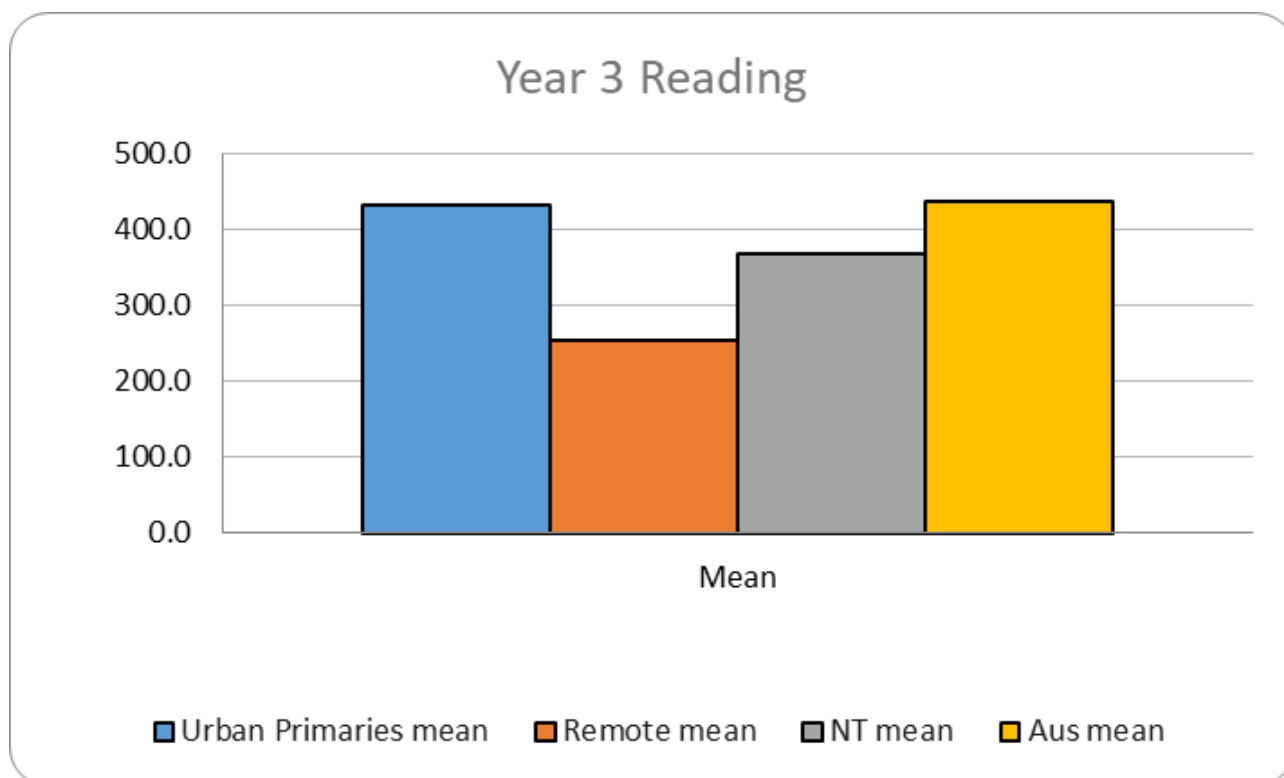
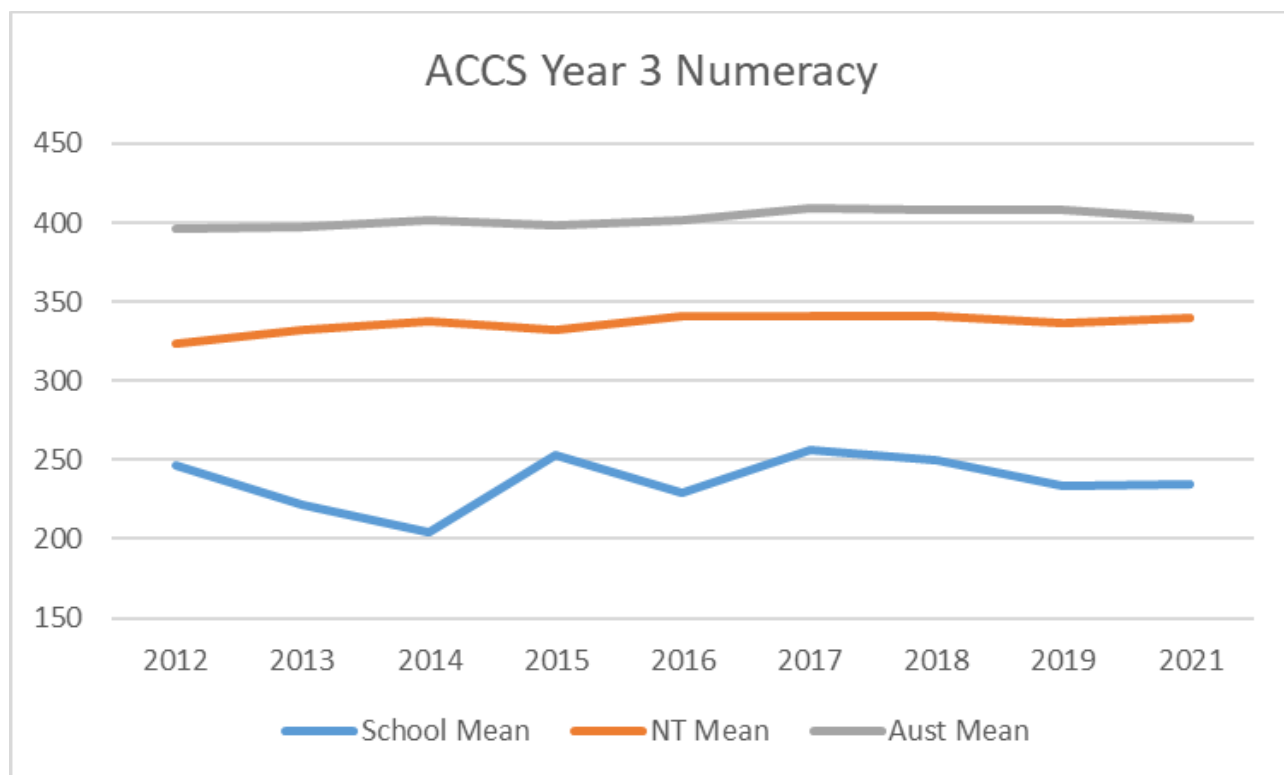
Note: NAPLAN not conducted in 2020

YEAR 3

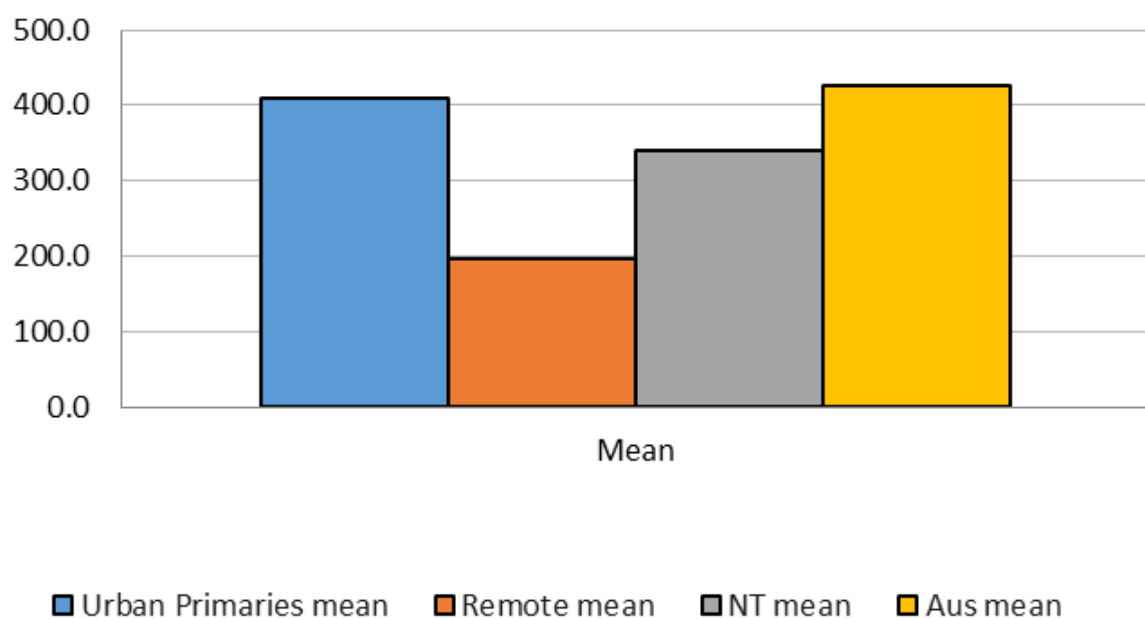




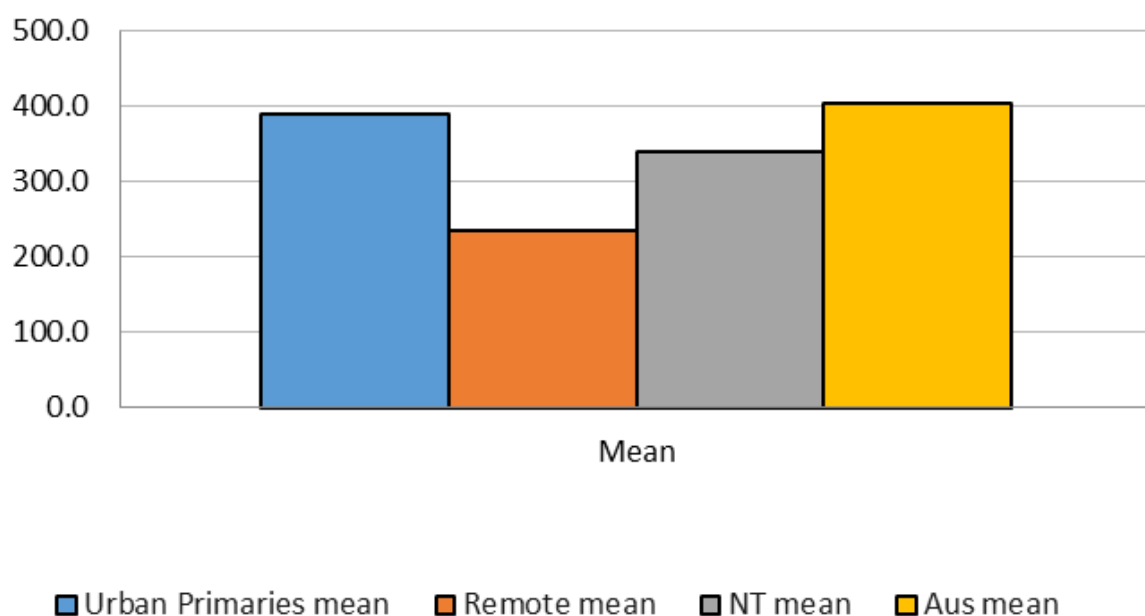




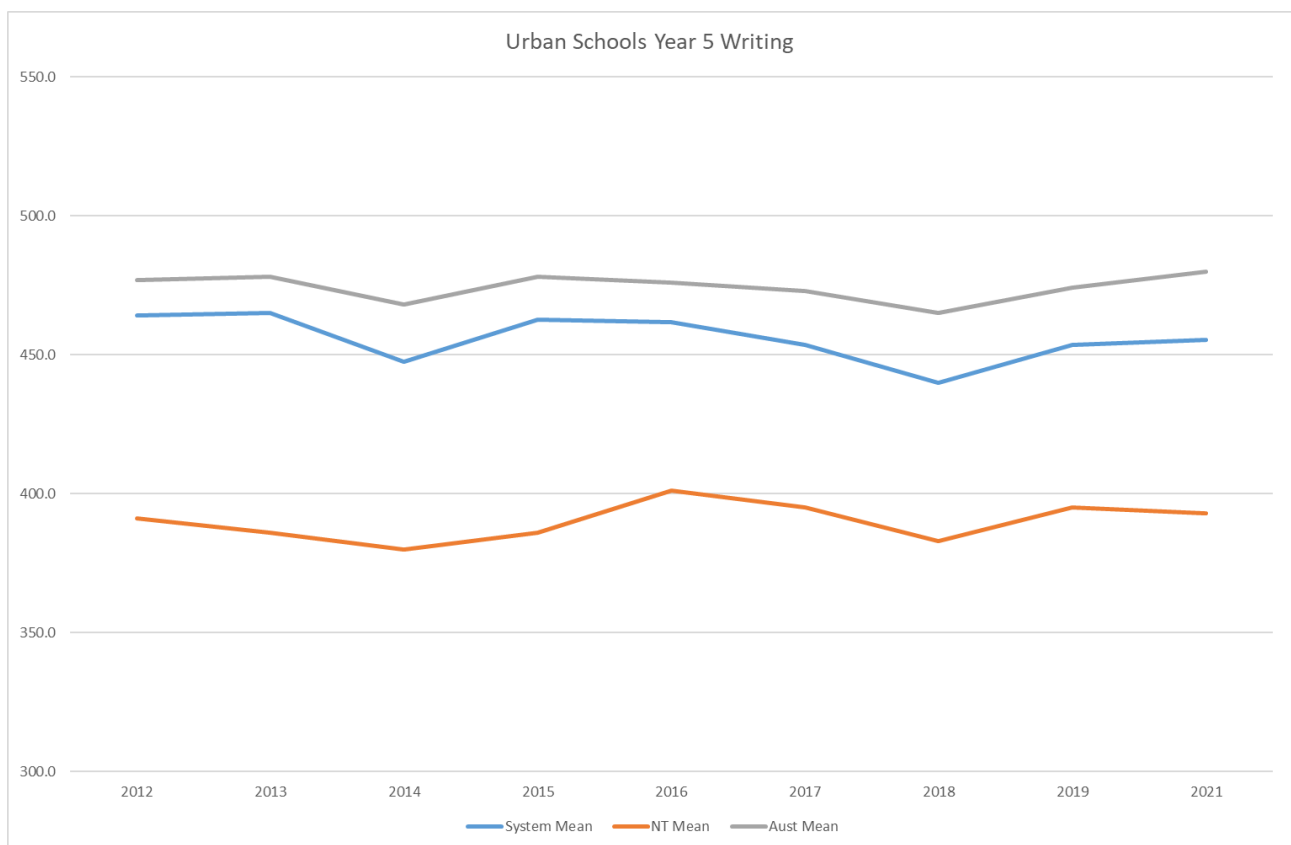
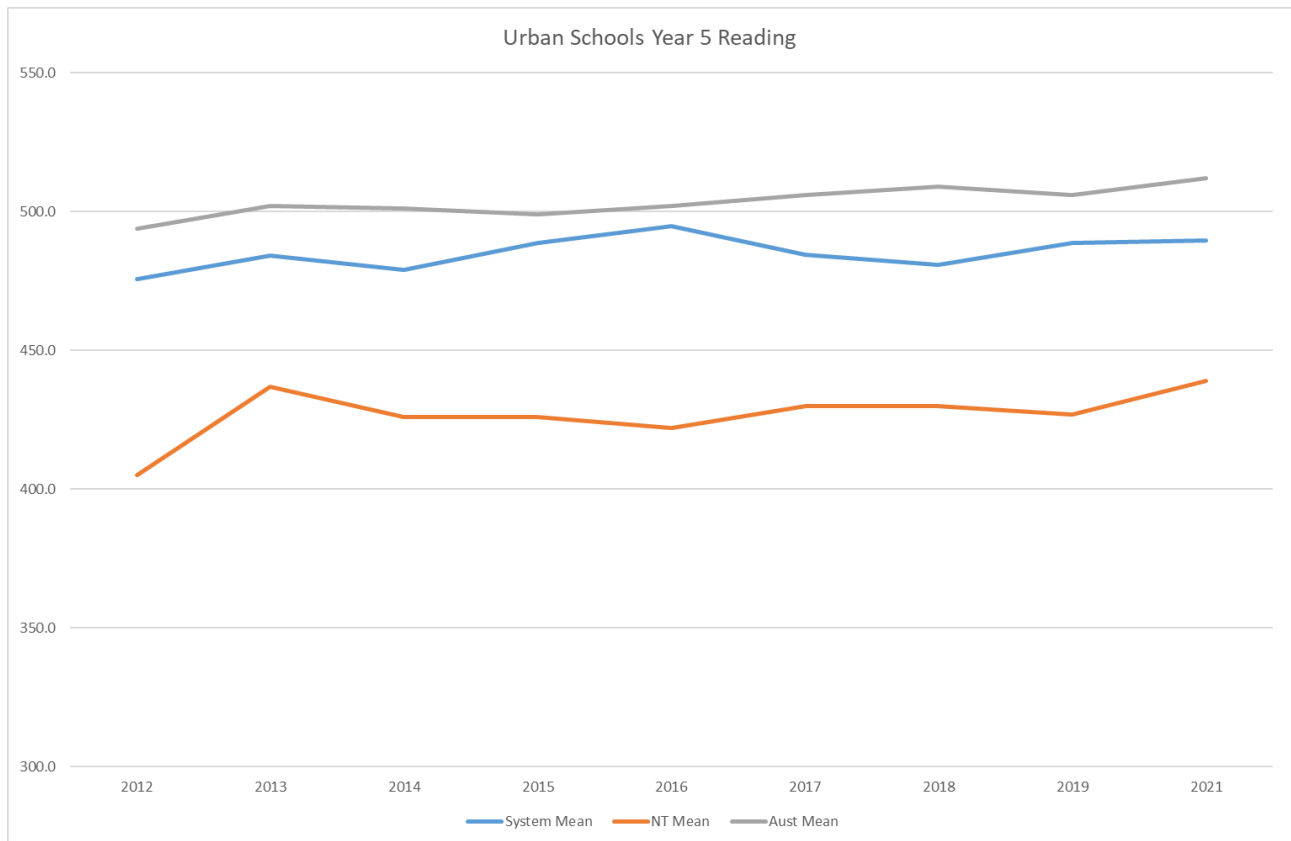
Year 3 Writing

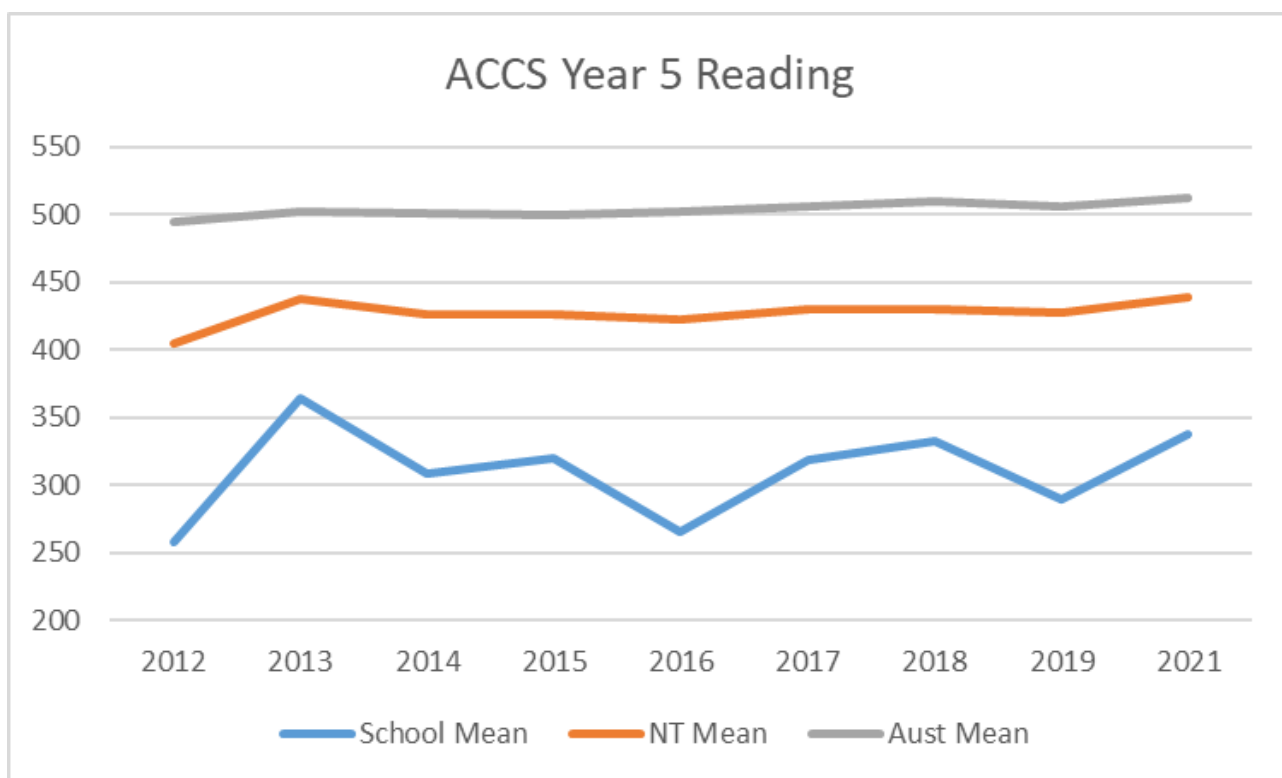
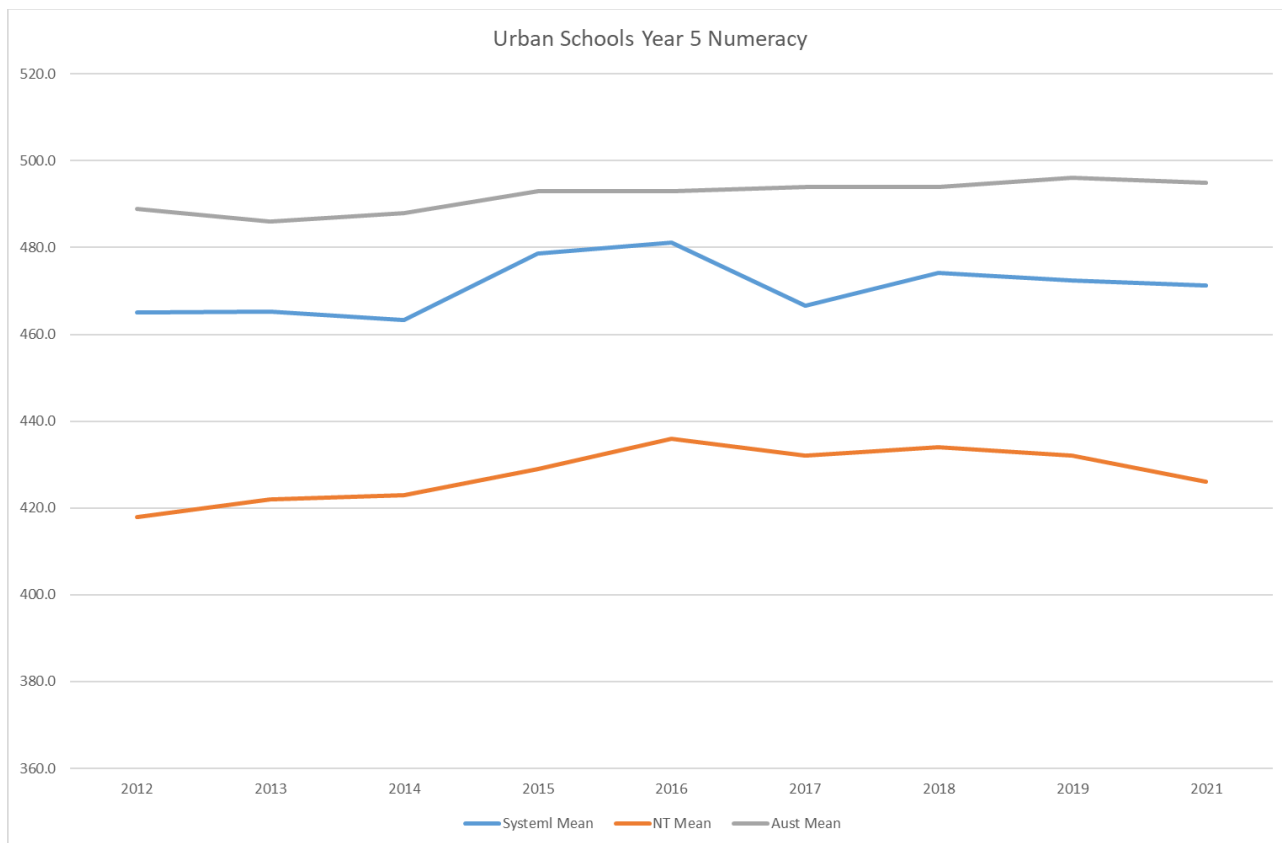


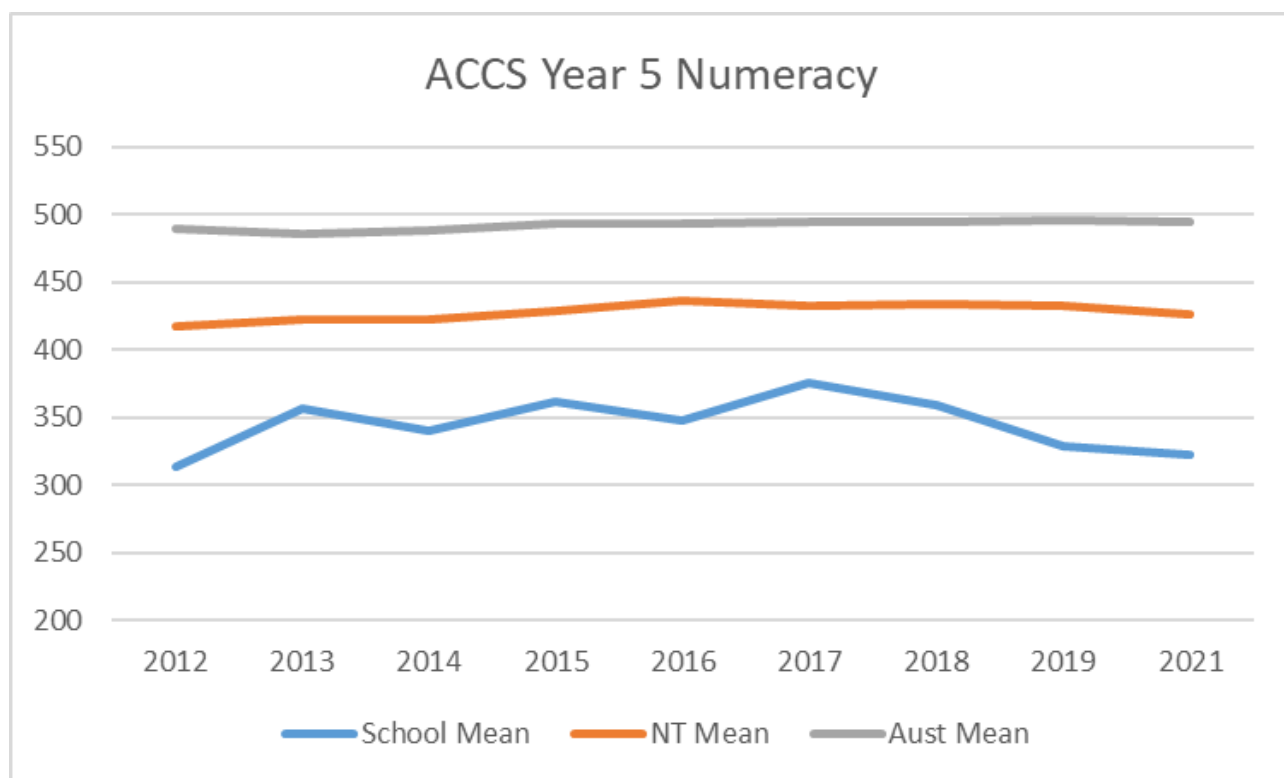
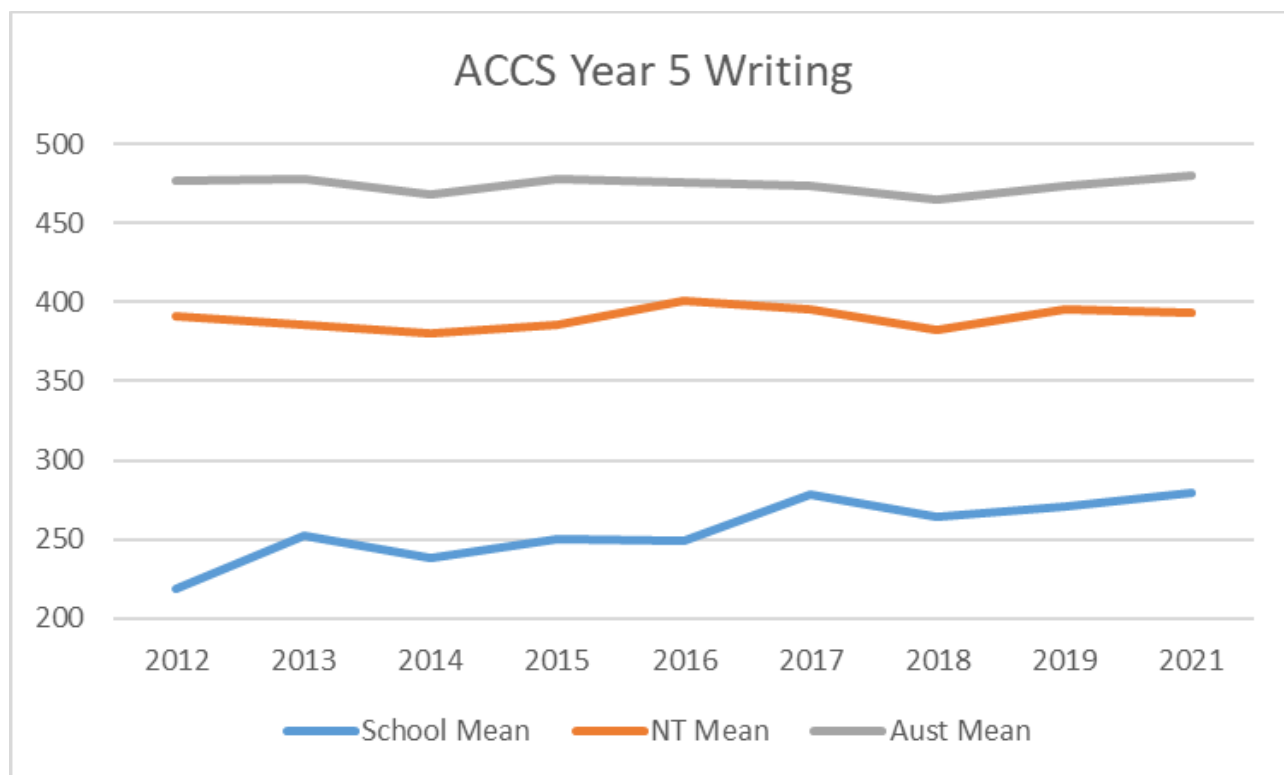
Year 3 Numeracy



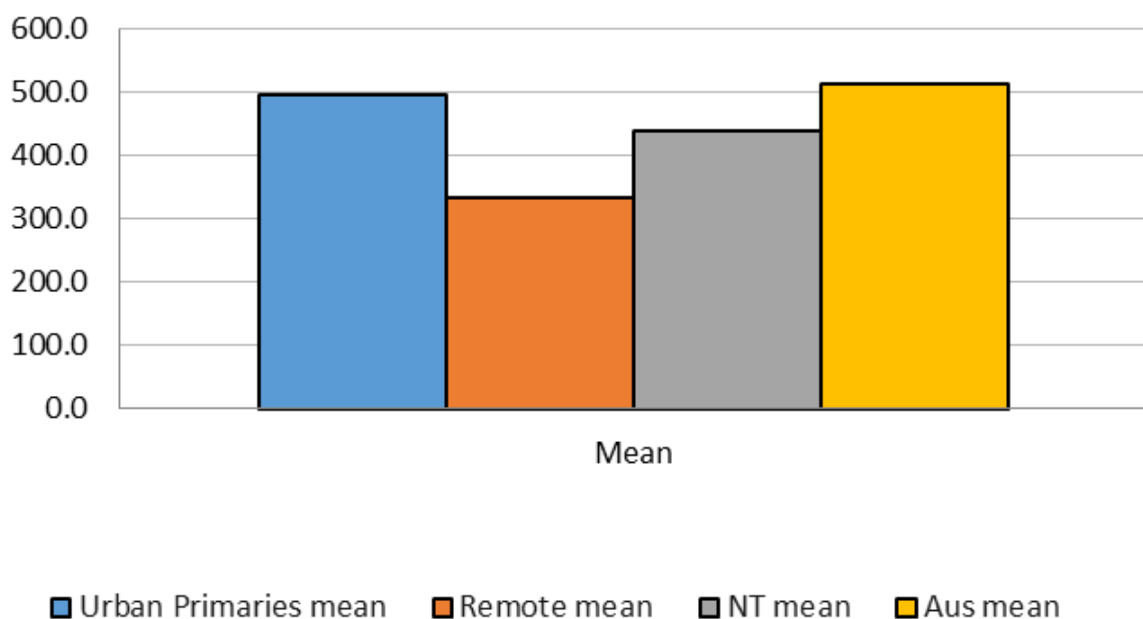
YEAR 5



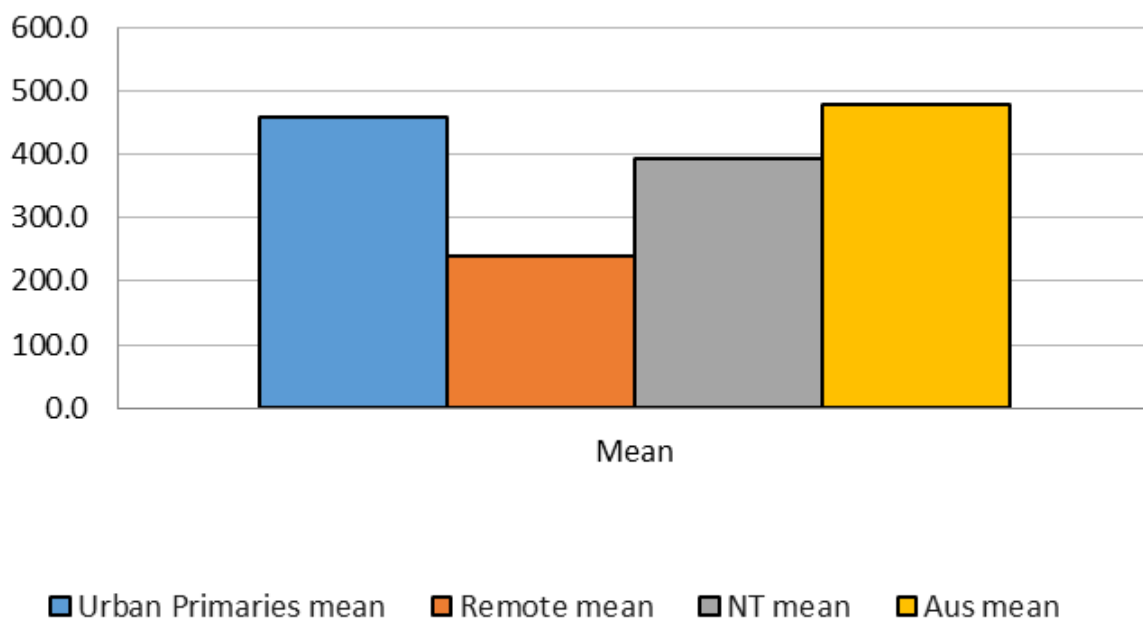




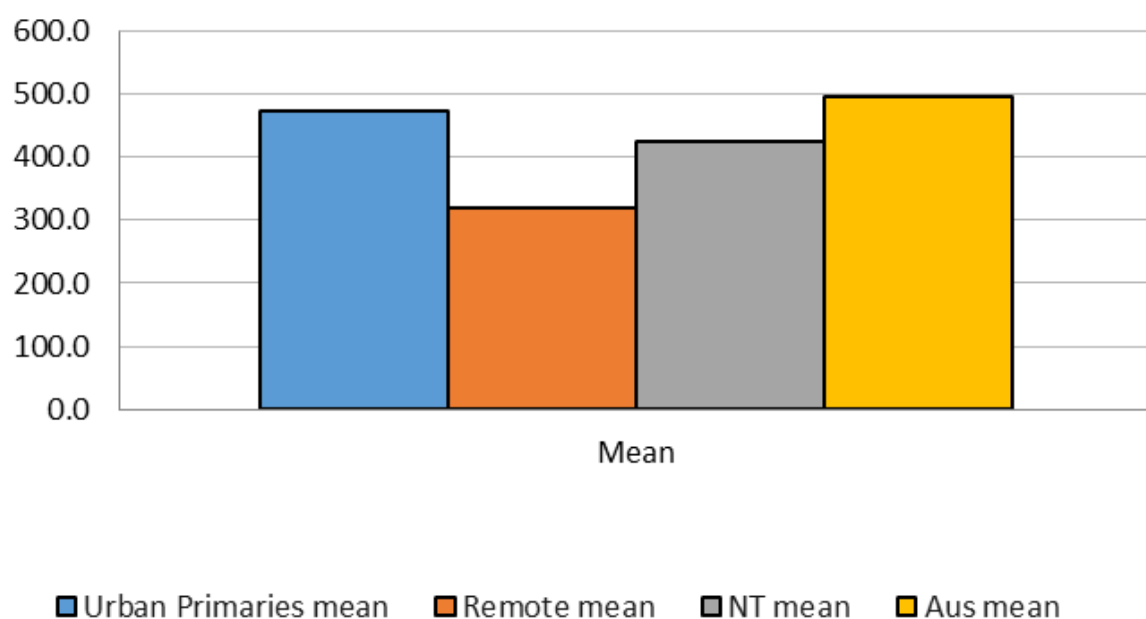
Year 5 Reading



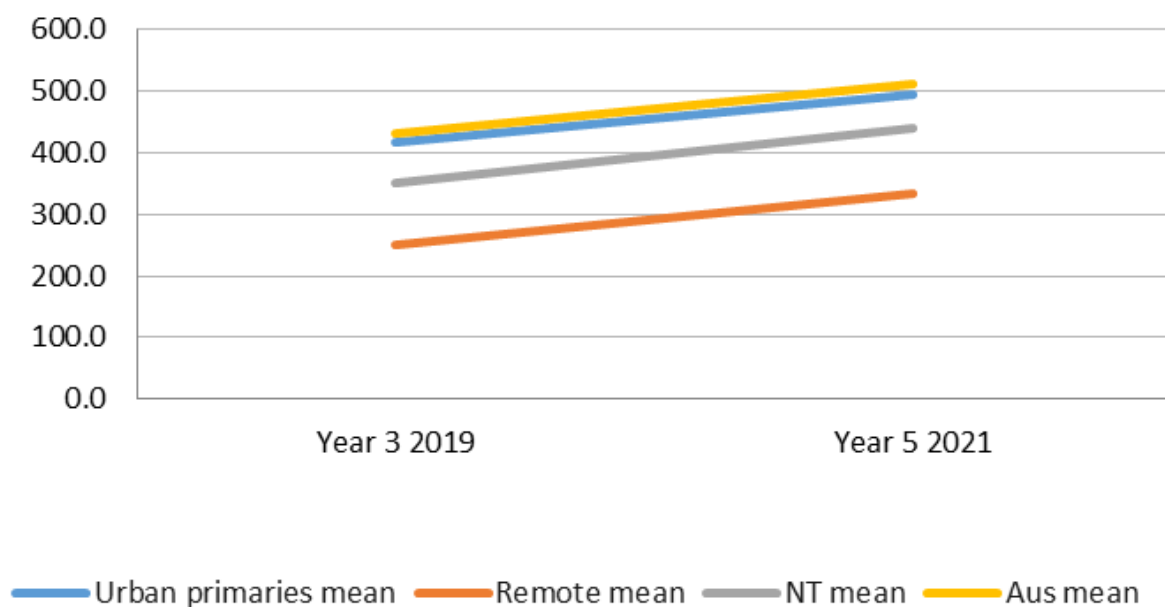
Year 5 Writing



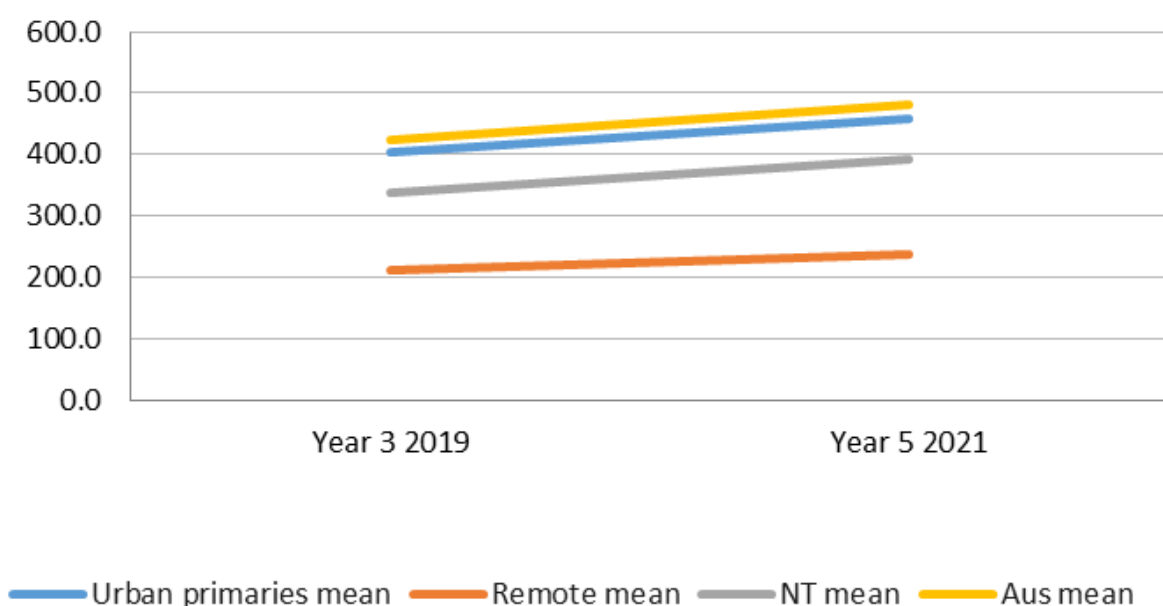
Year 5 Numeracy



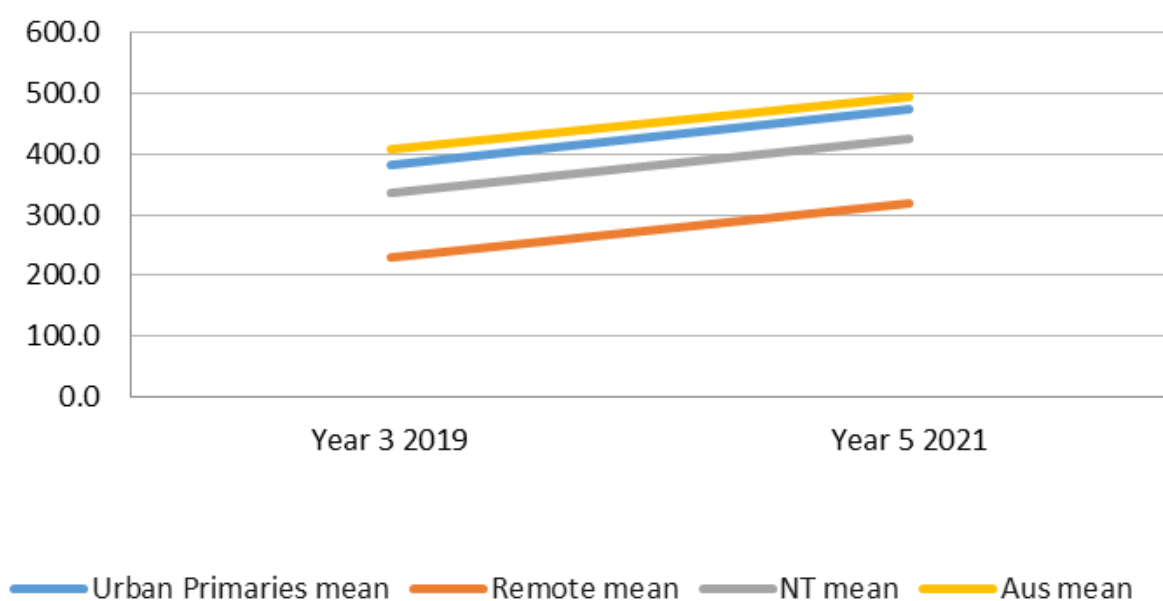
Reading Growth Year 3-5 2019 to 2021



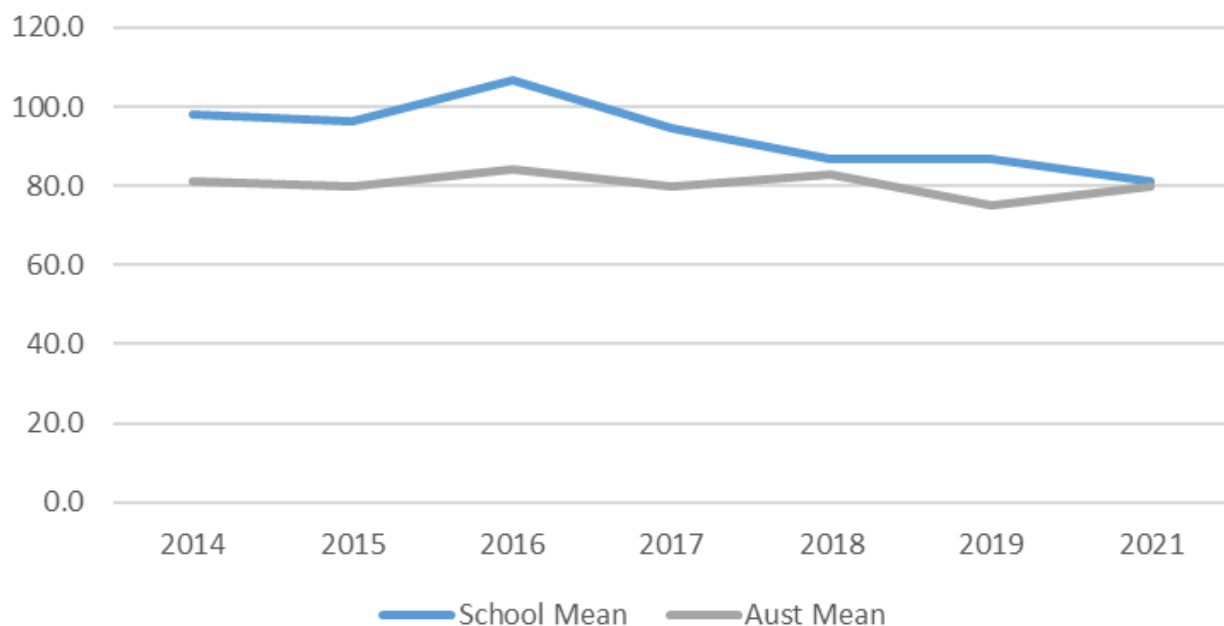
Writing Growth Year 3-5 2019 to 2021



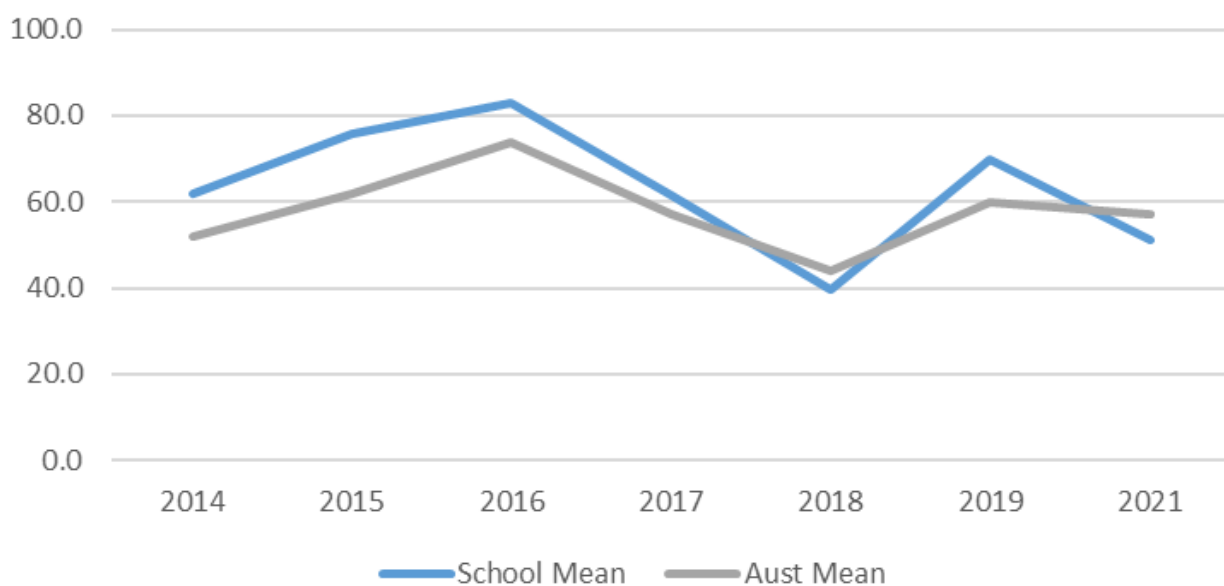
Numeracy Growth Year 3-5 2019 to 2021

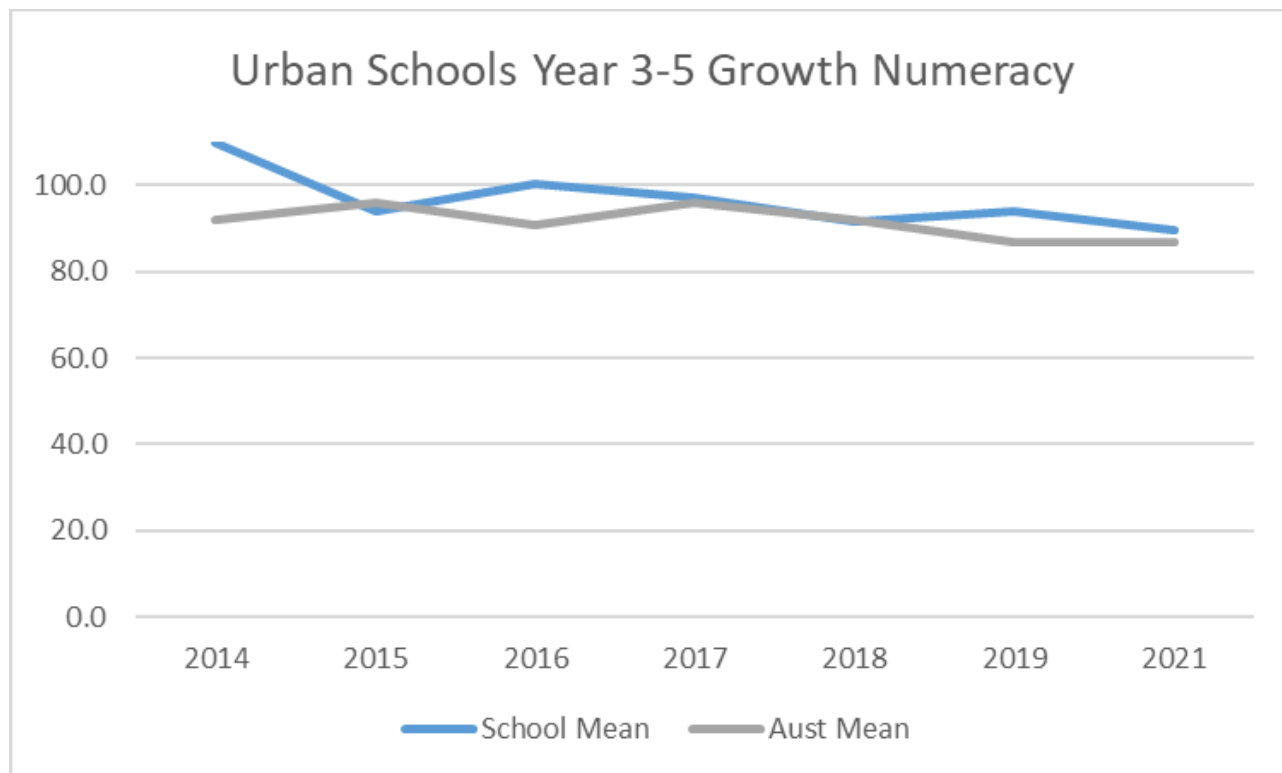


Urban Schools Year 3-5 Growth Reading

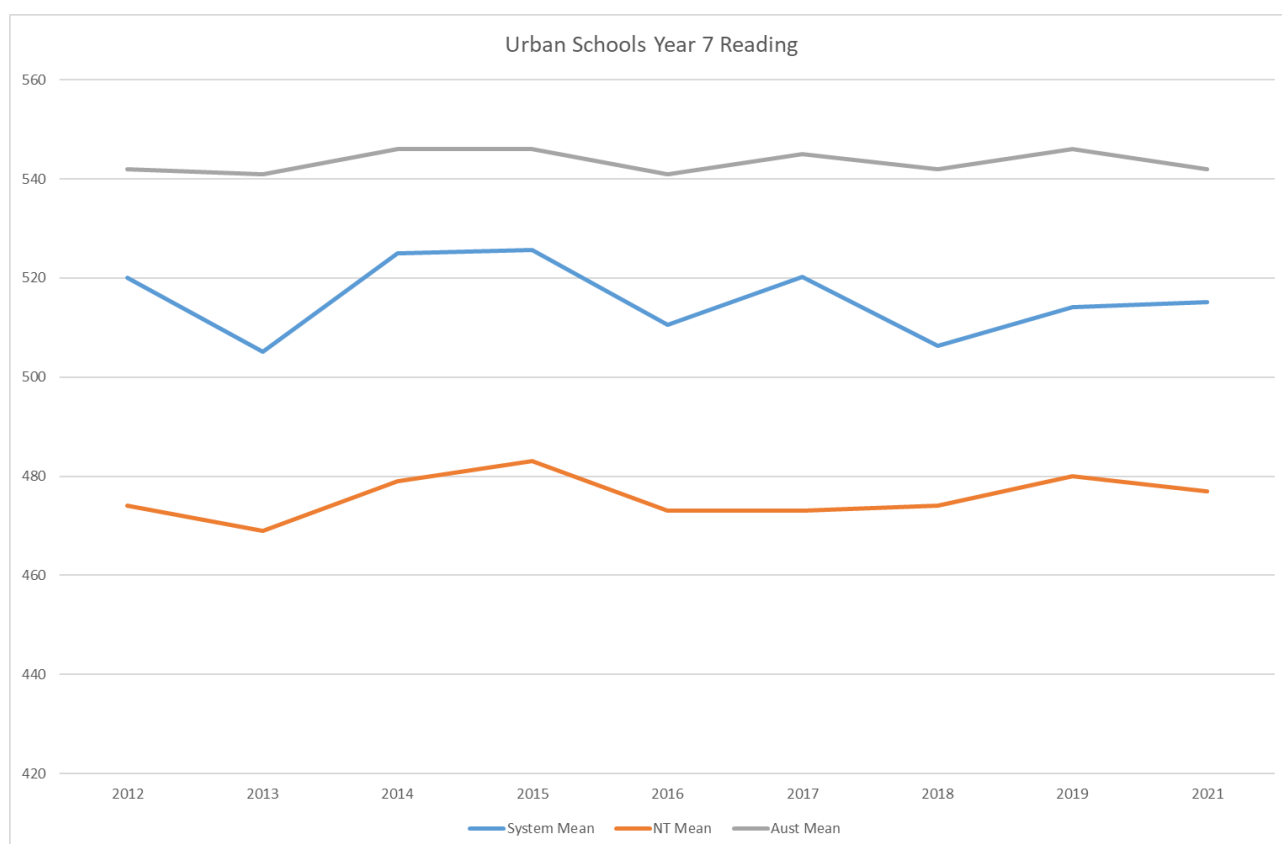


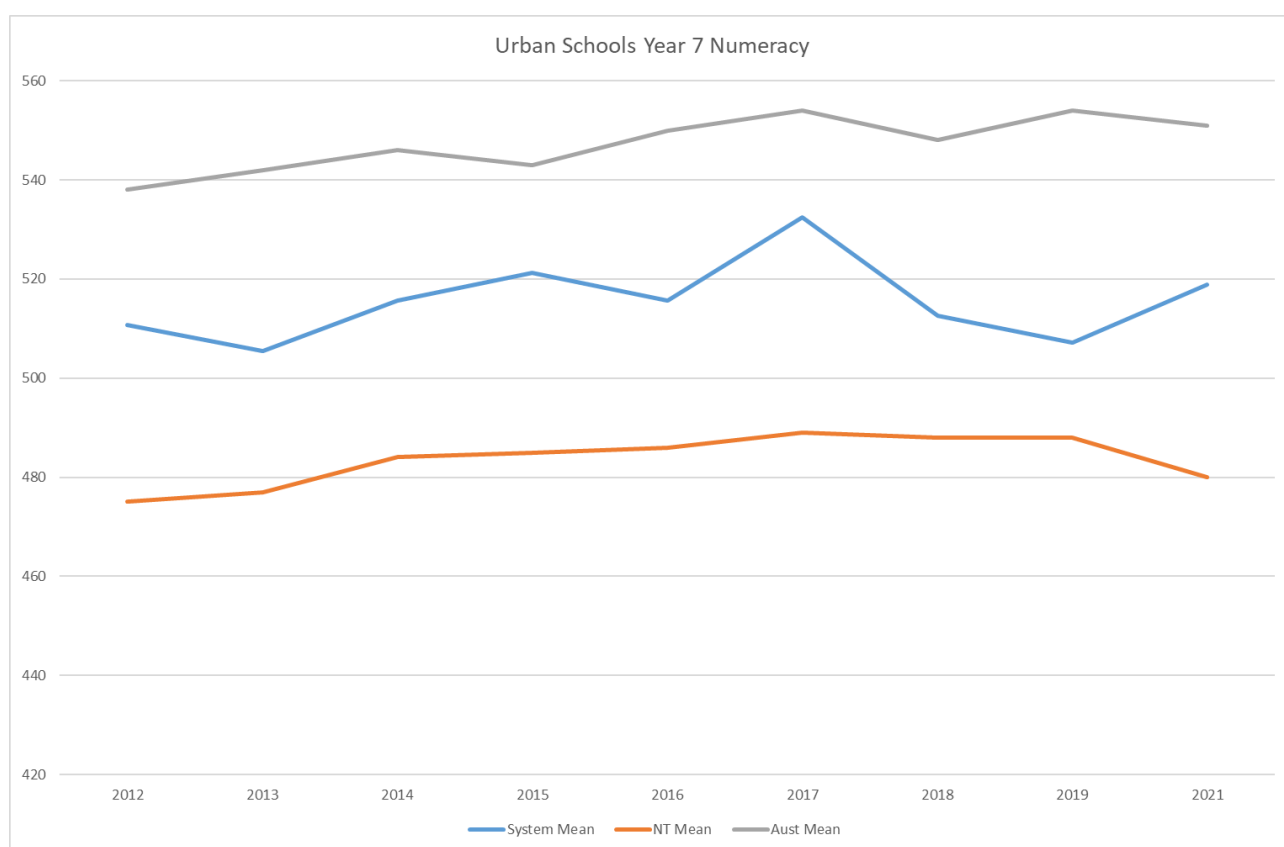
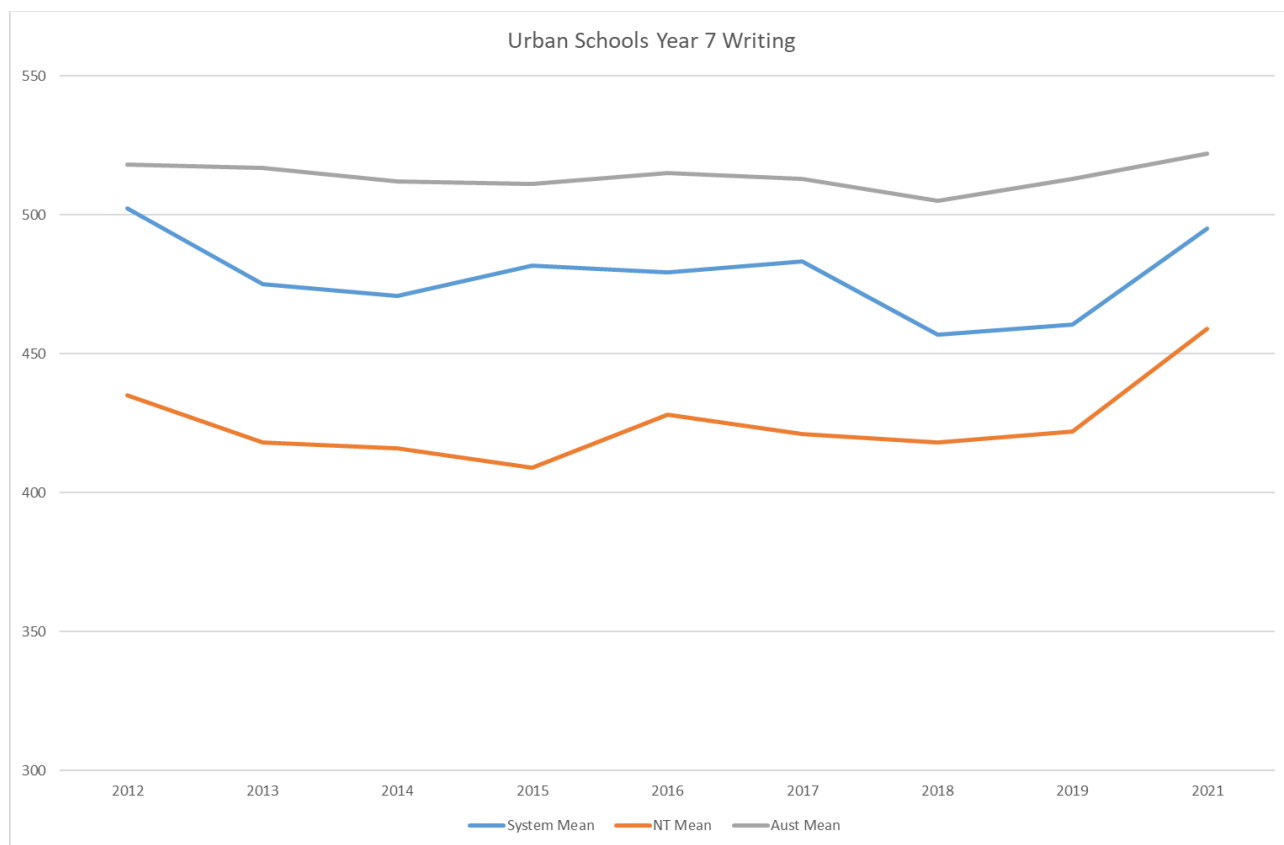
Urban Schools Year 3-5 Growth Writing



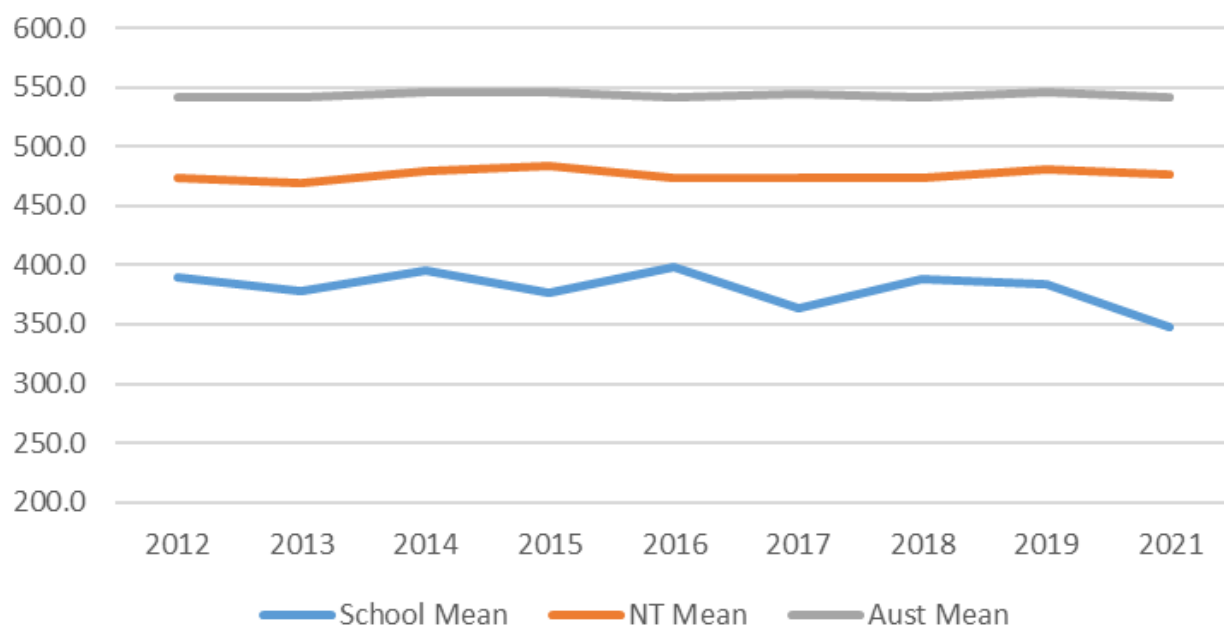


YEAR 7

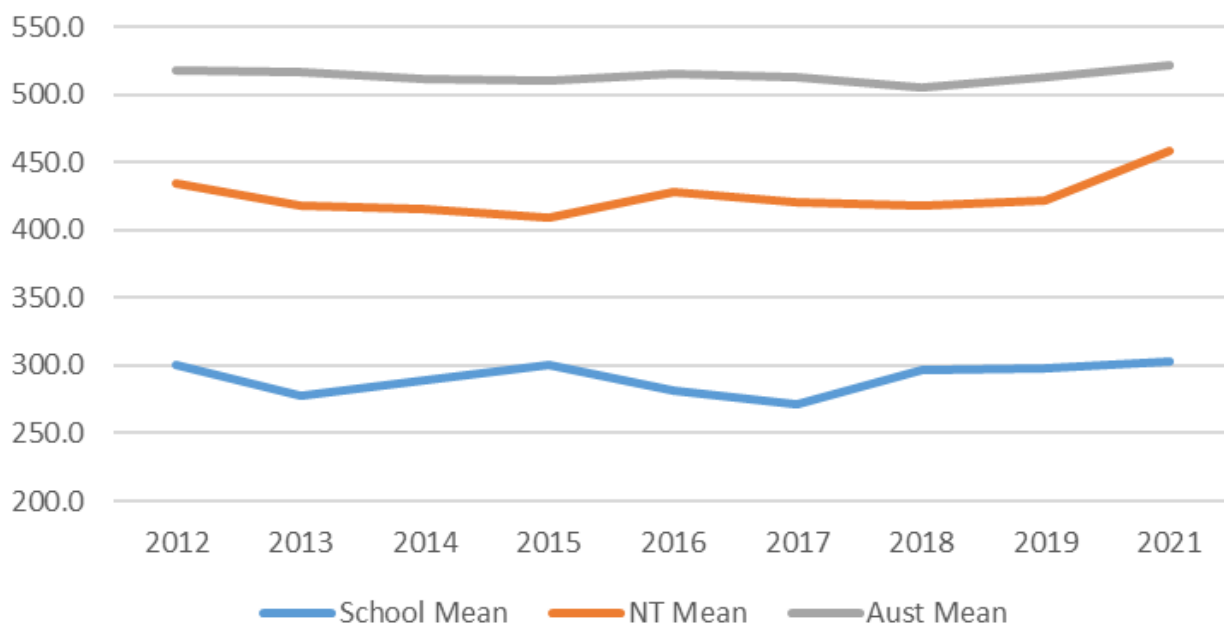




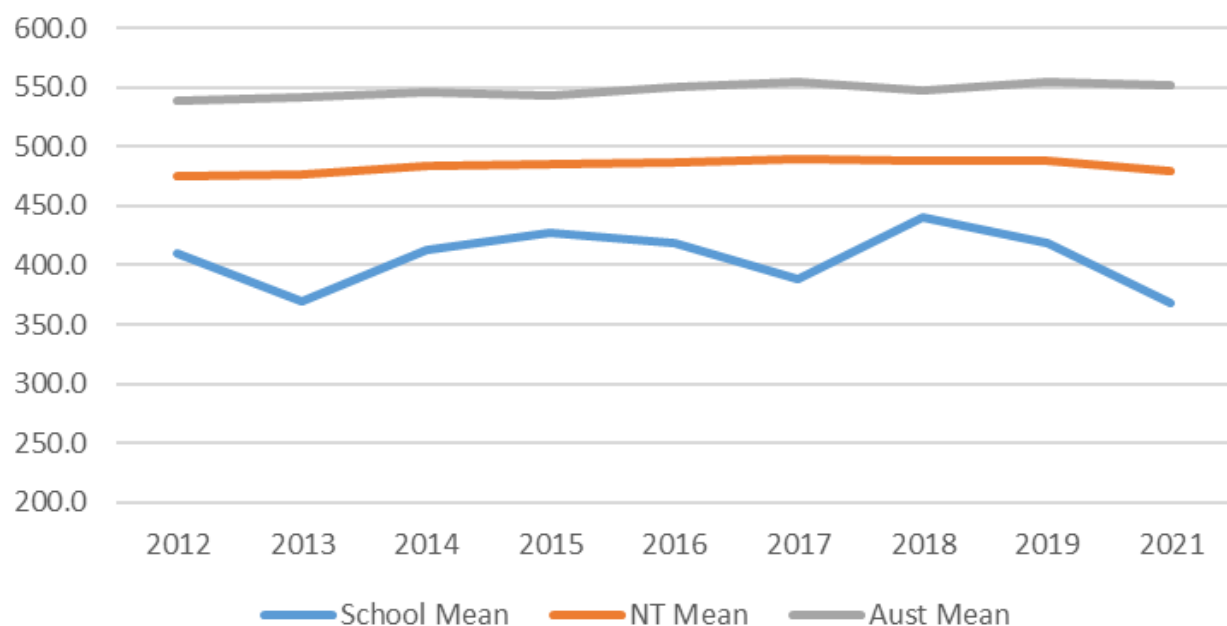
ACCS Year 7 Reading



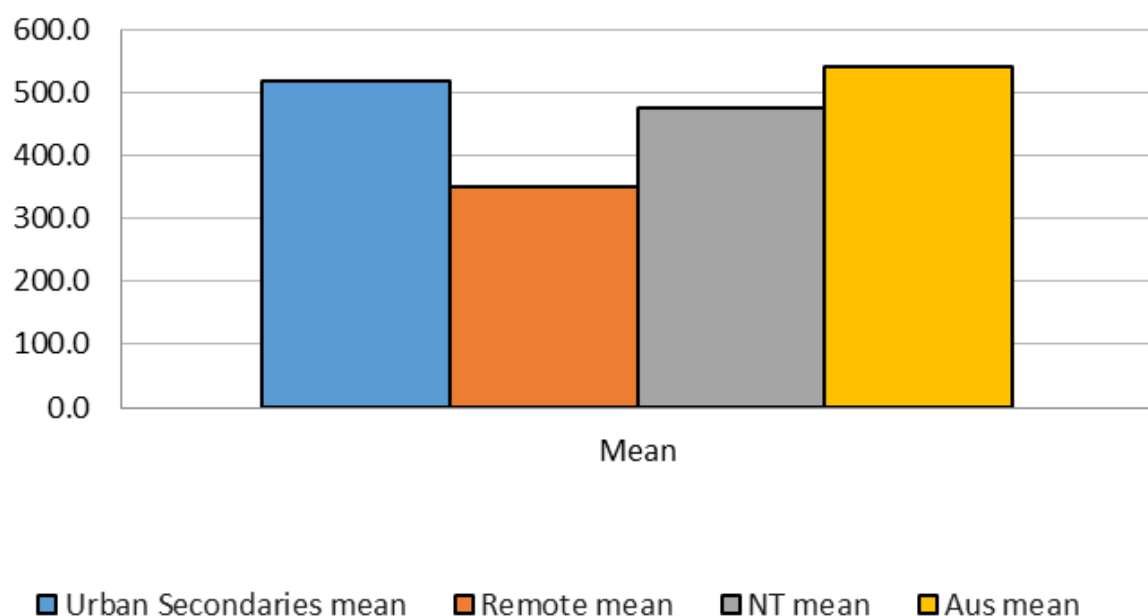
ACCS Year 7 Writing



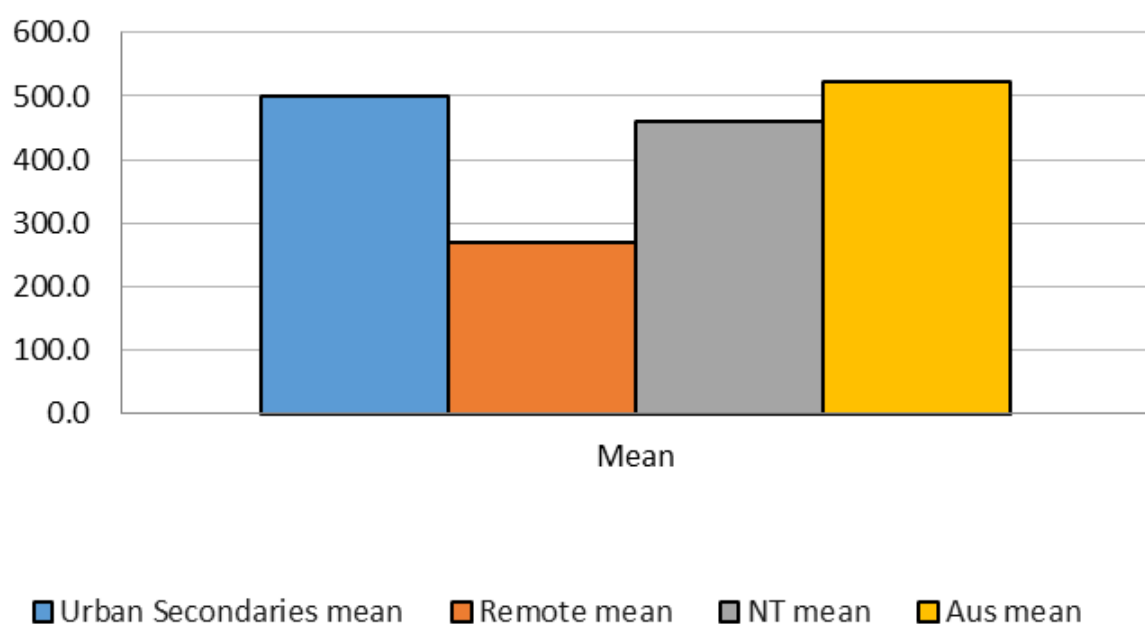
ACCS Year 7 Numeracy



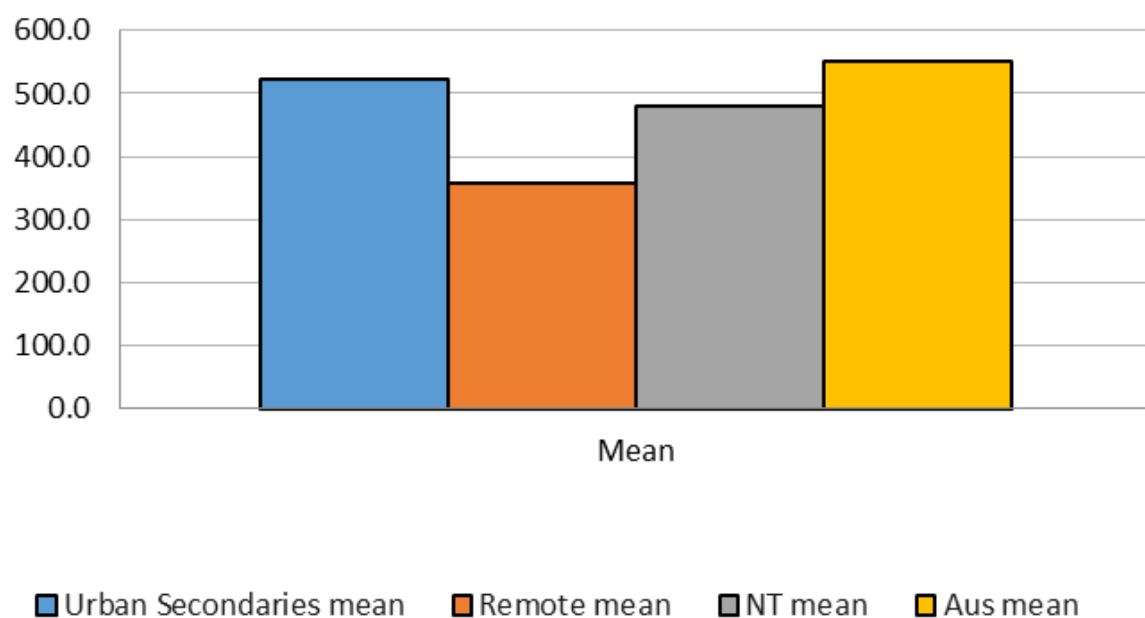
Year 7 Reading



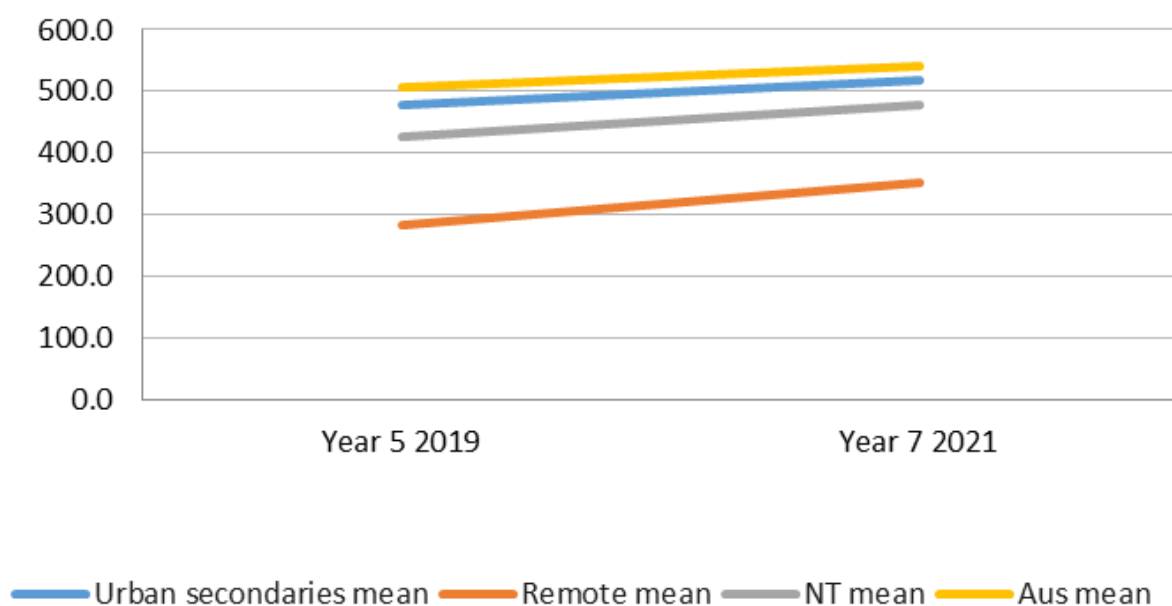
Year 7 Writing



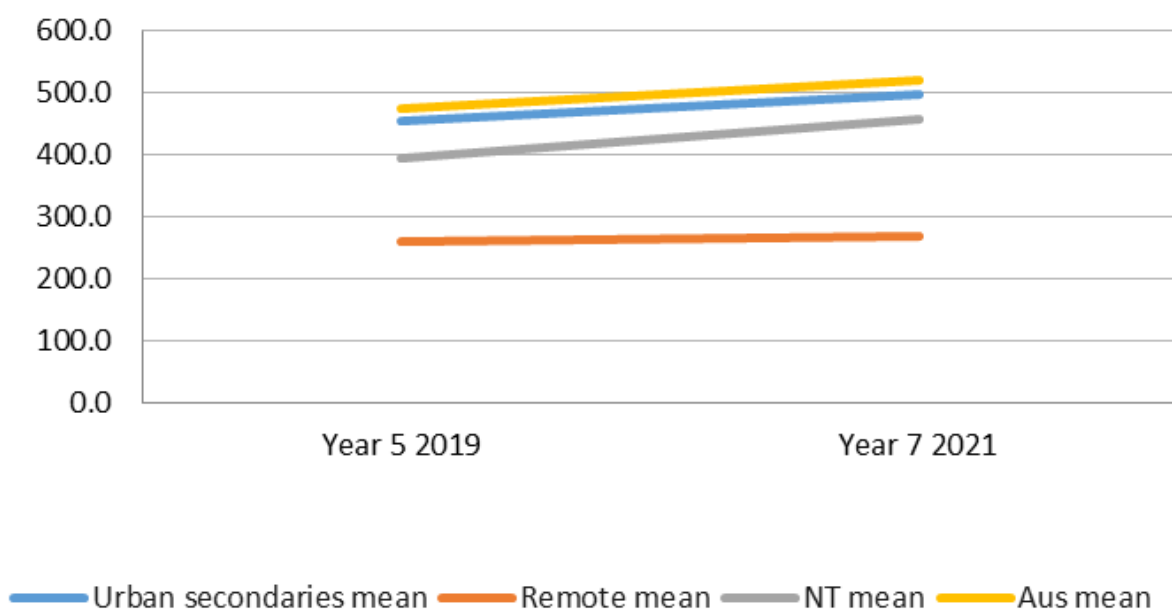
Year 7 Numeracy



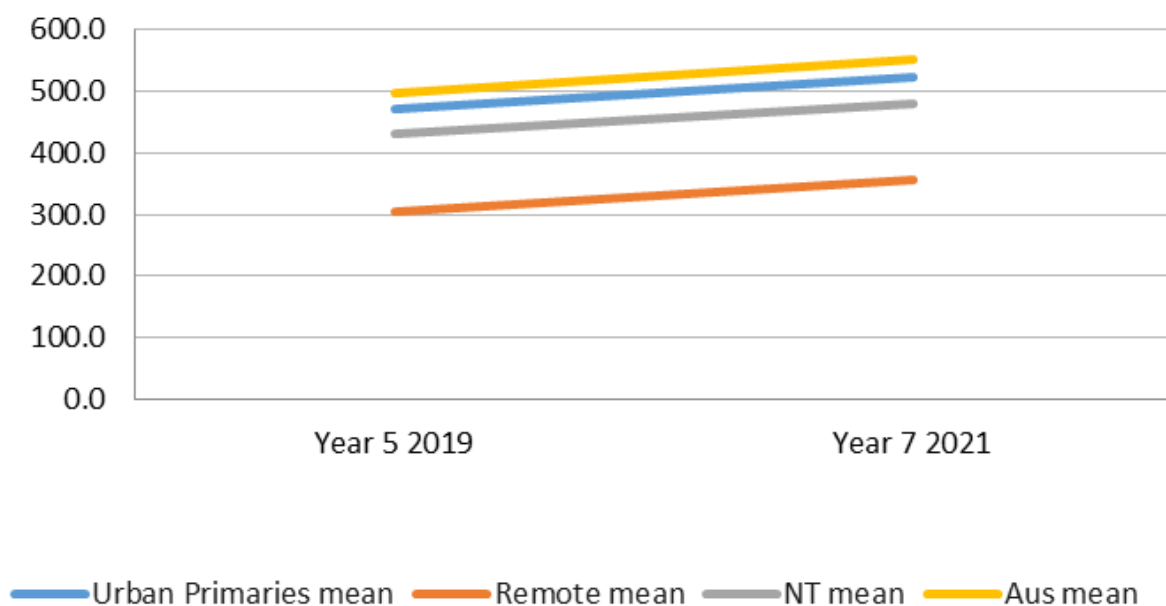
Reading Growth Year 5-7 2019 to 2021



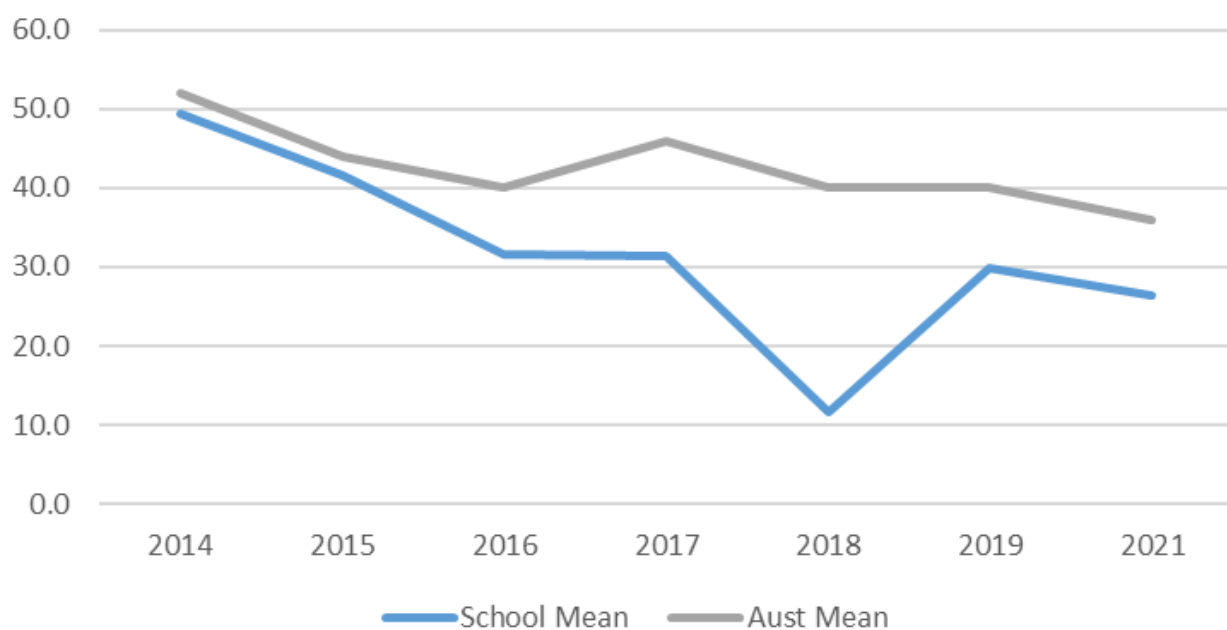
Writing Growth Year 5-7 2019 to 2021



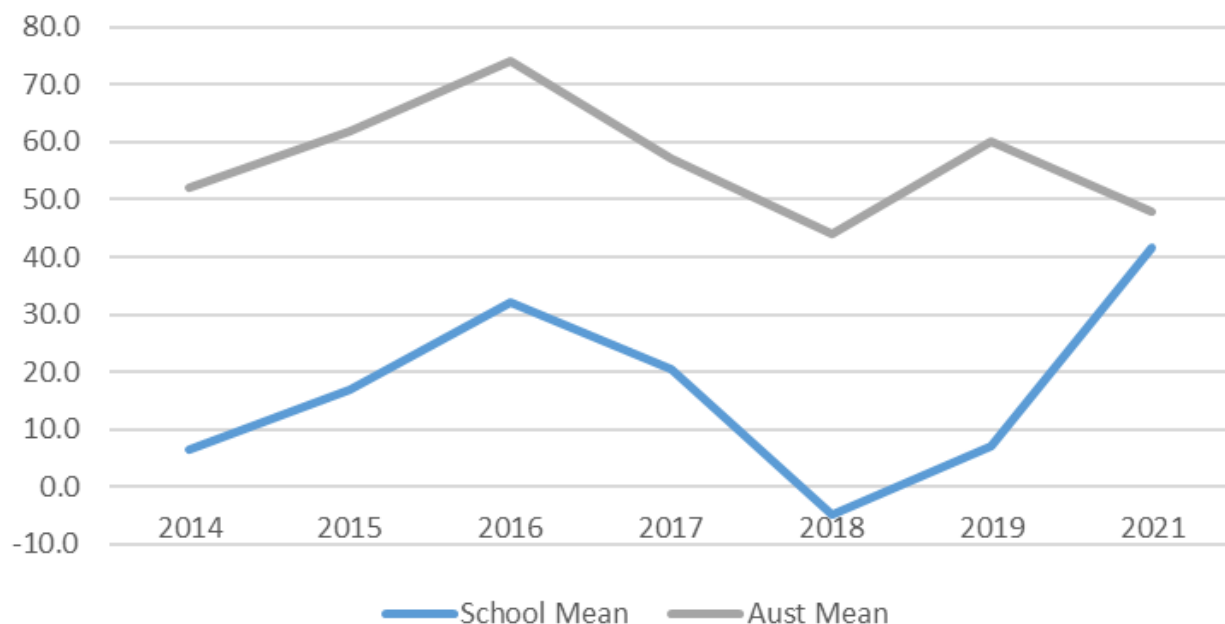
Numeracy Growth Year 5-7 2019 to 2021



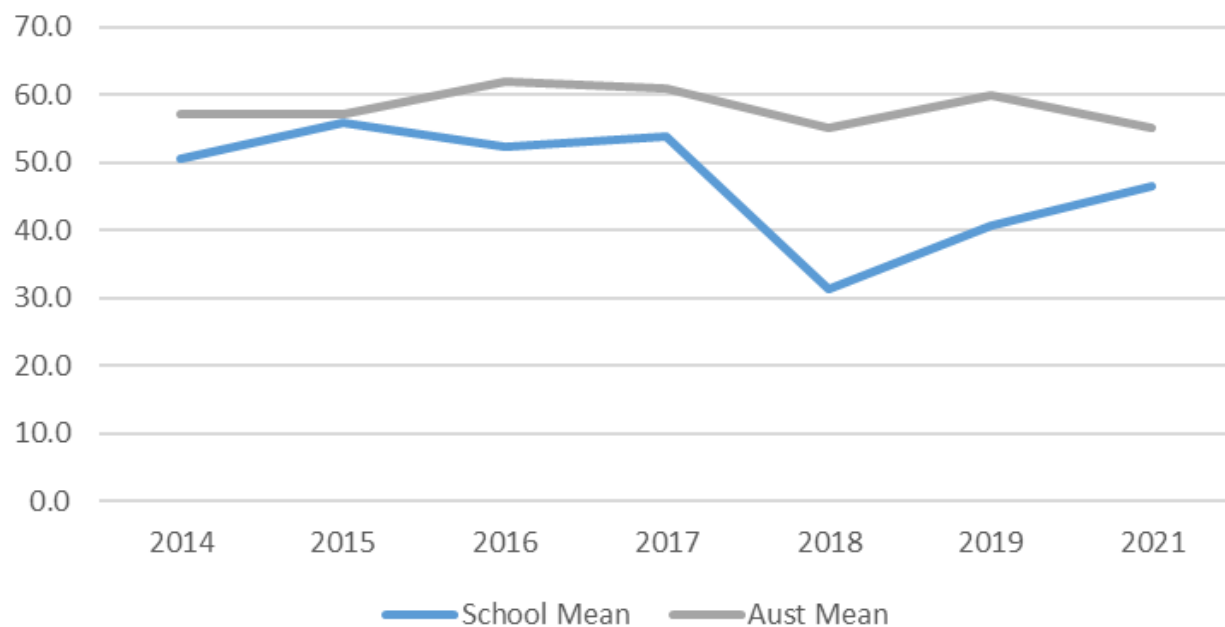
Urban Schools Year 5-7 Growth Reading



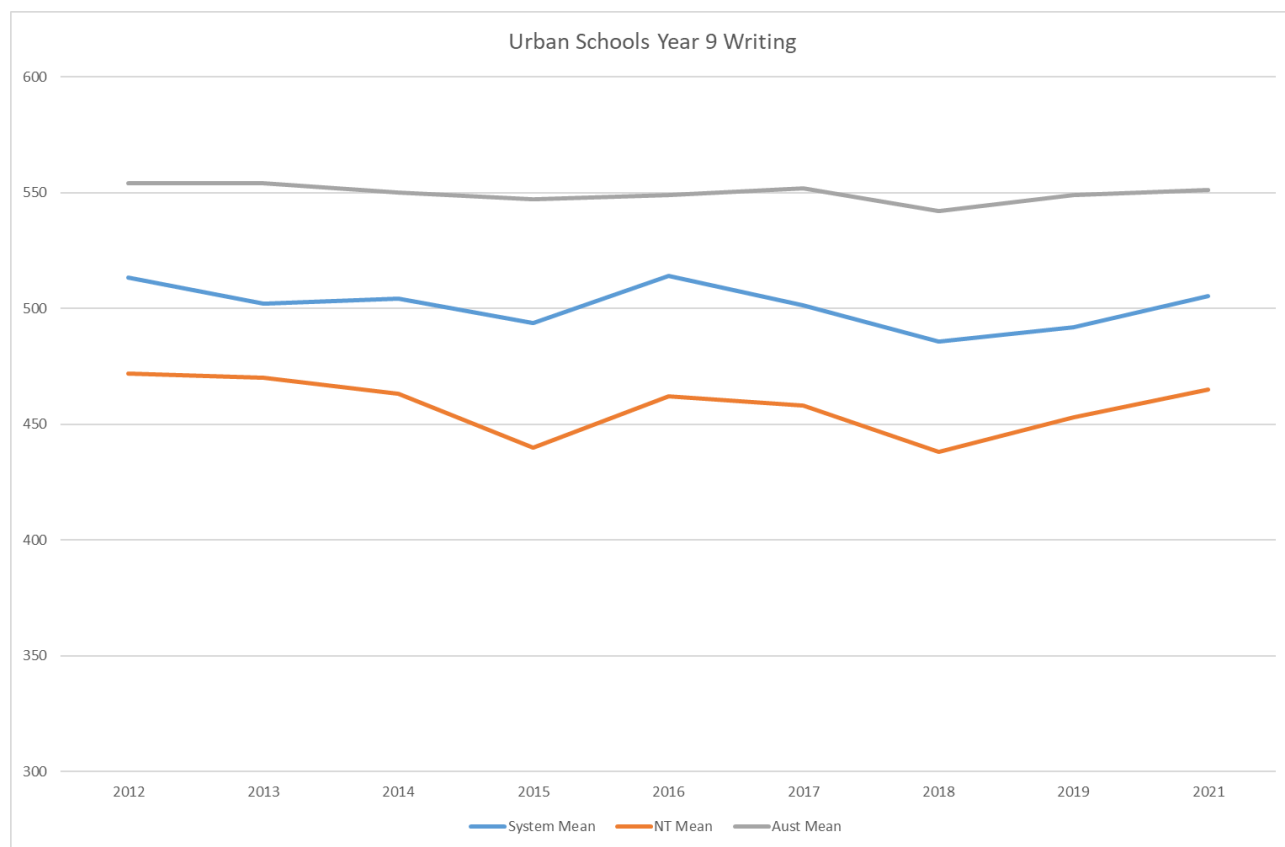
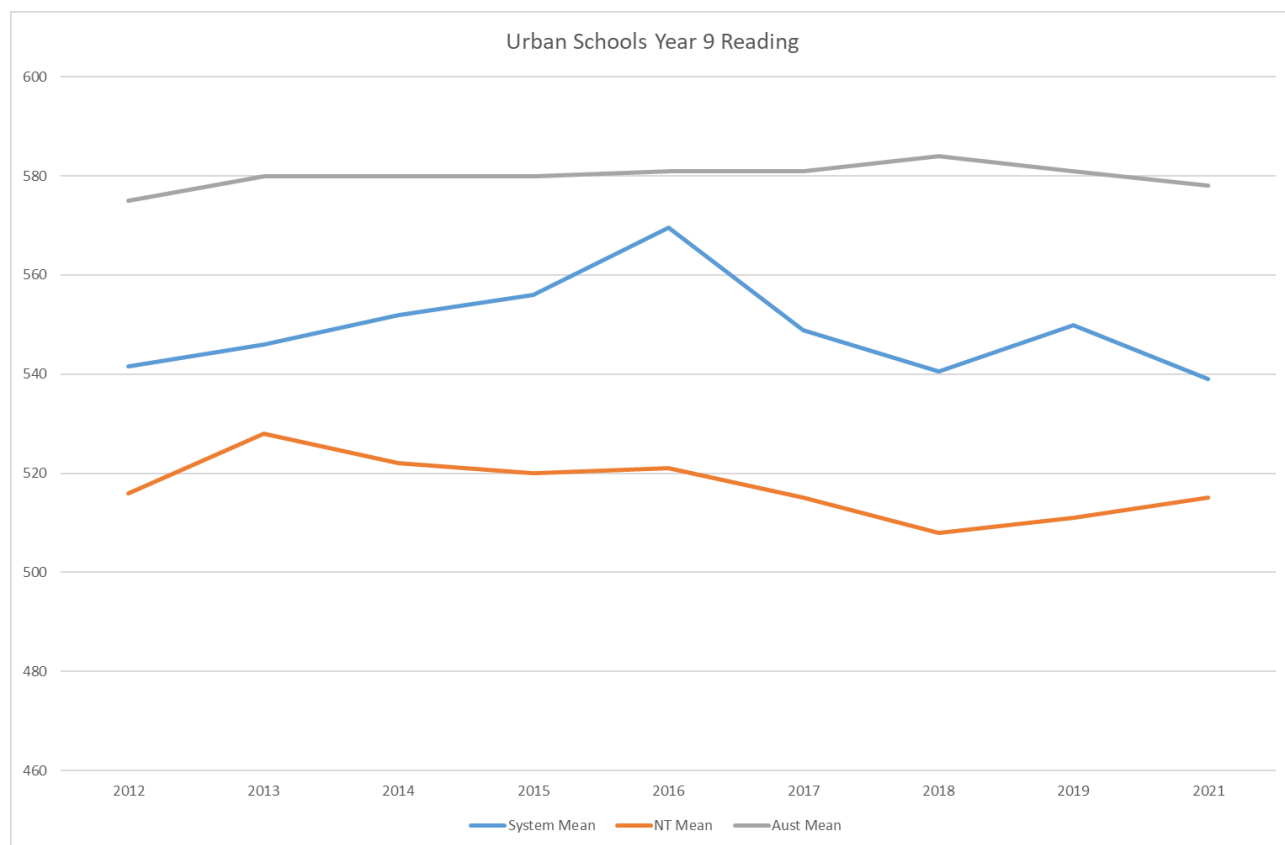
Urban Schools Year 5-7 Growth Writing

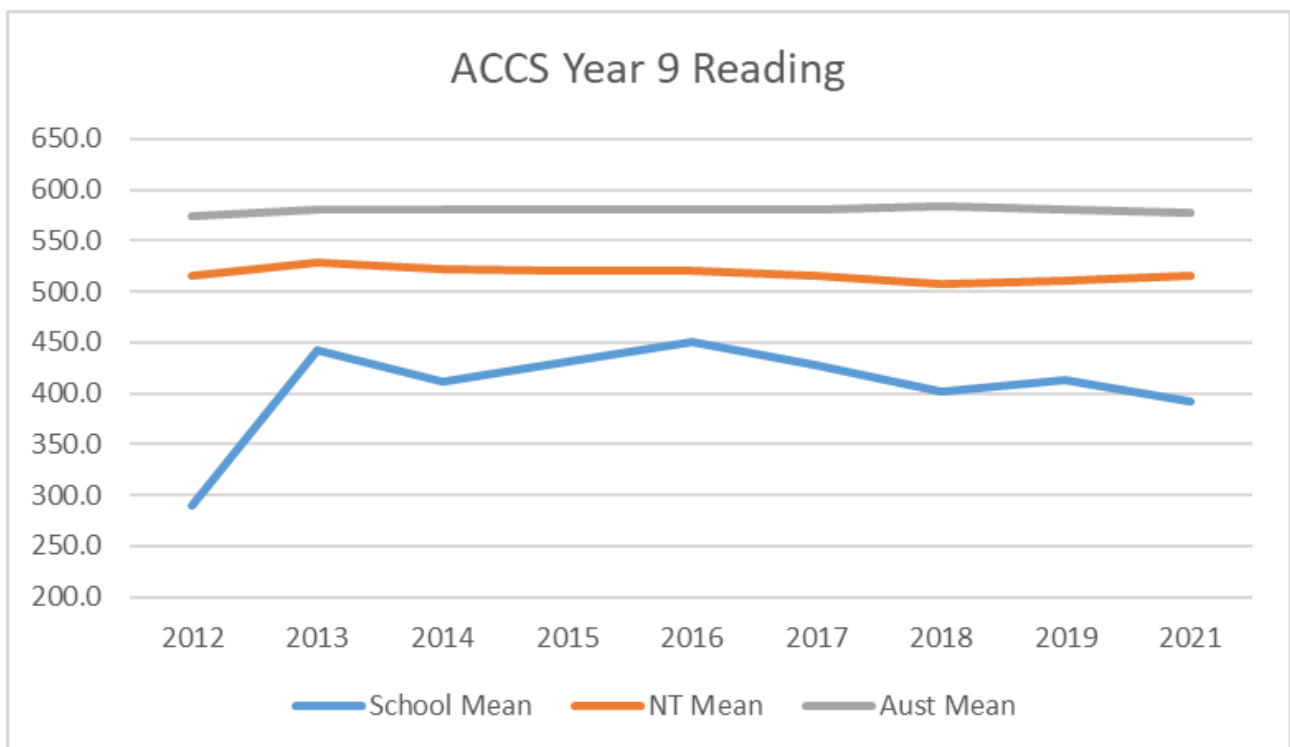
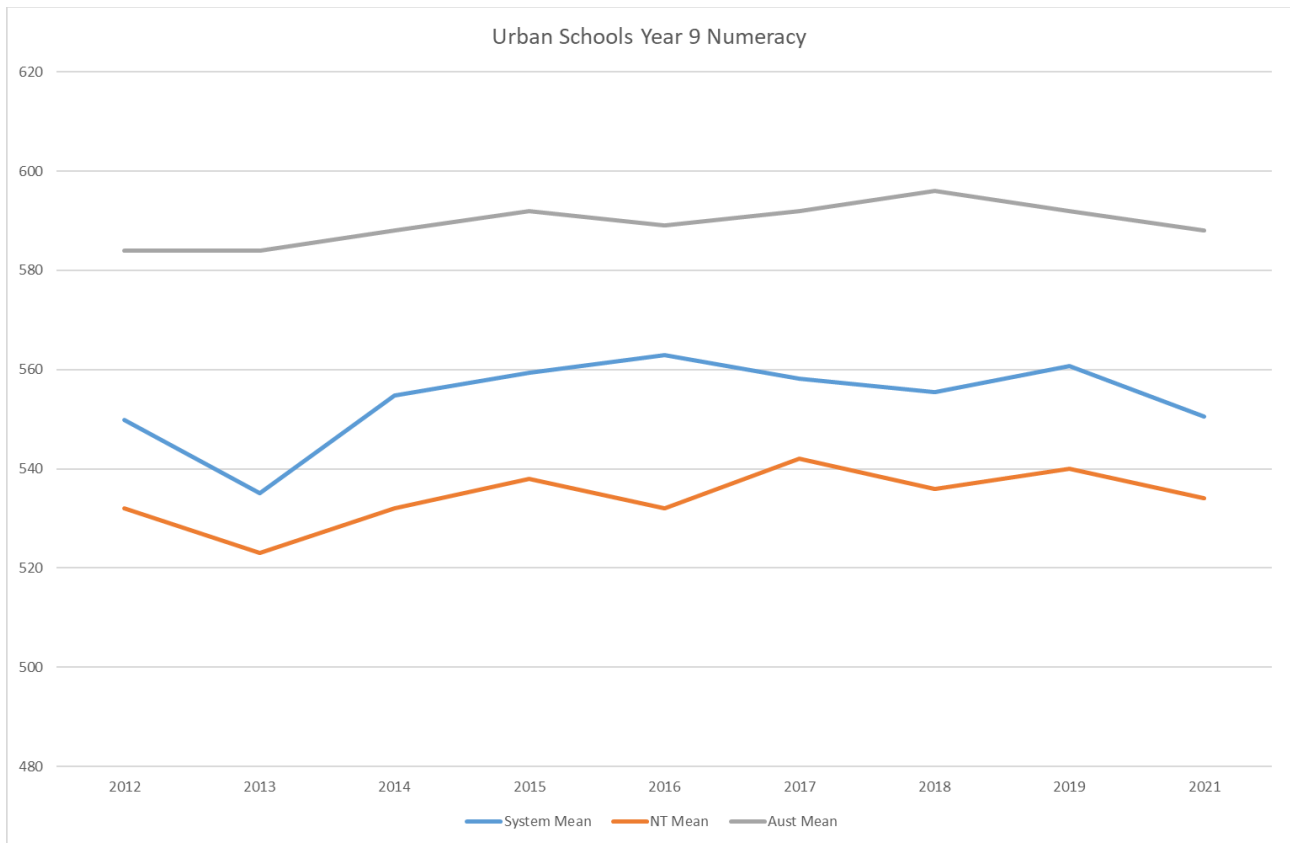


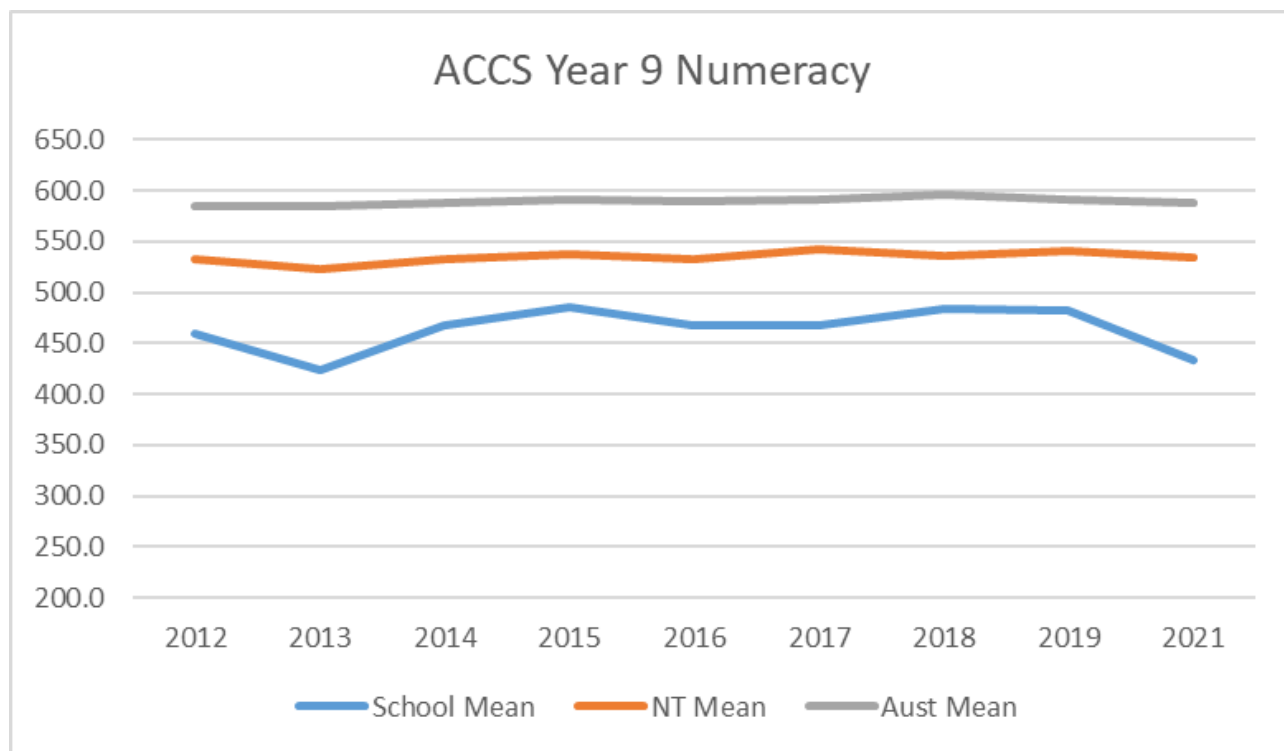
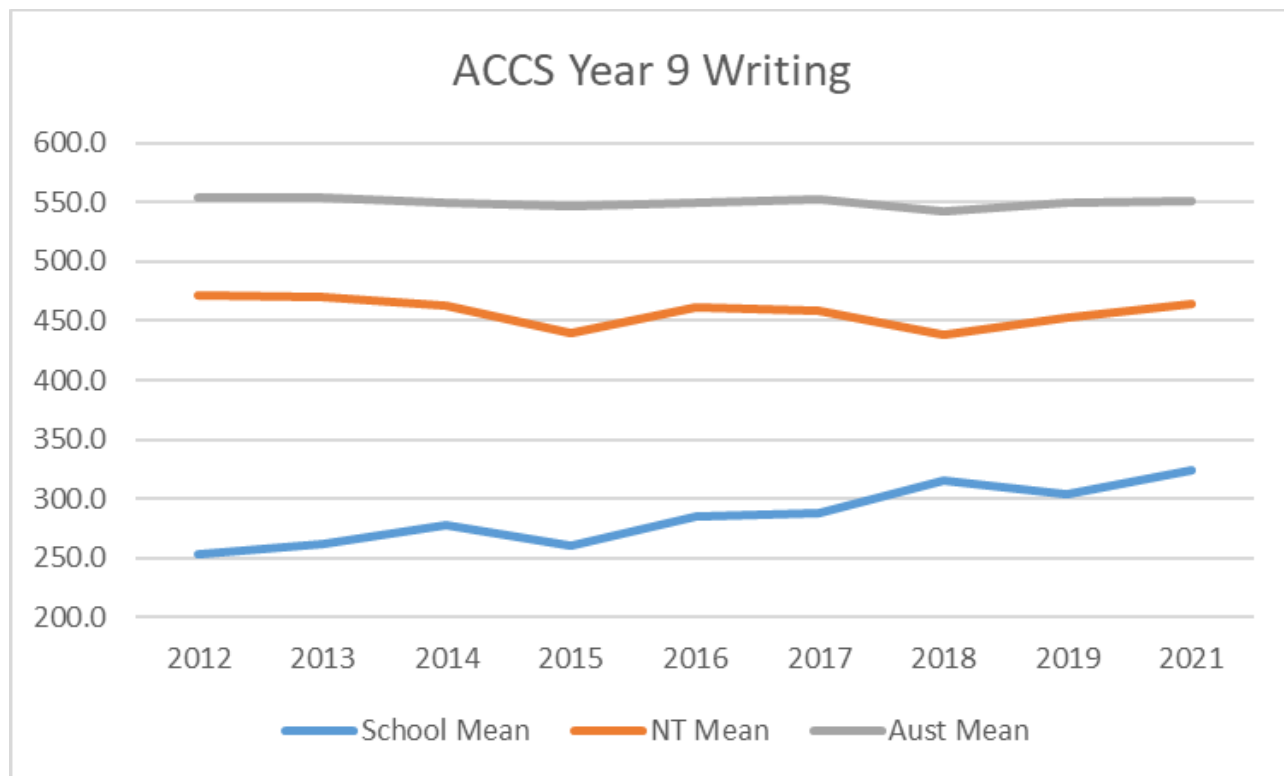
Urban Schools Year 5-7 Growth Numeracy



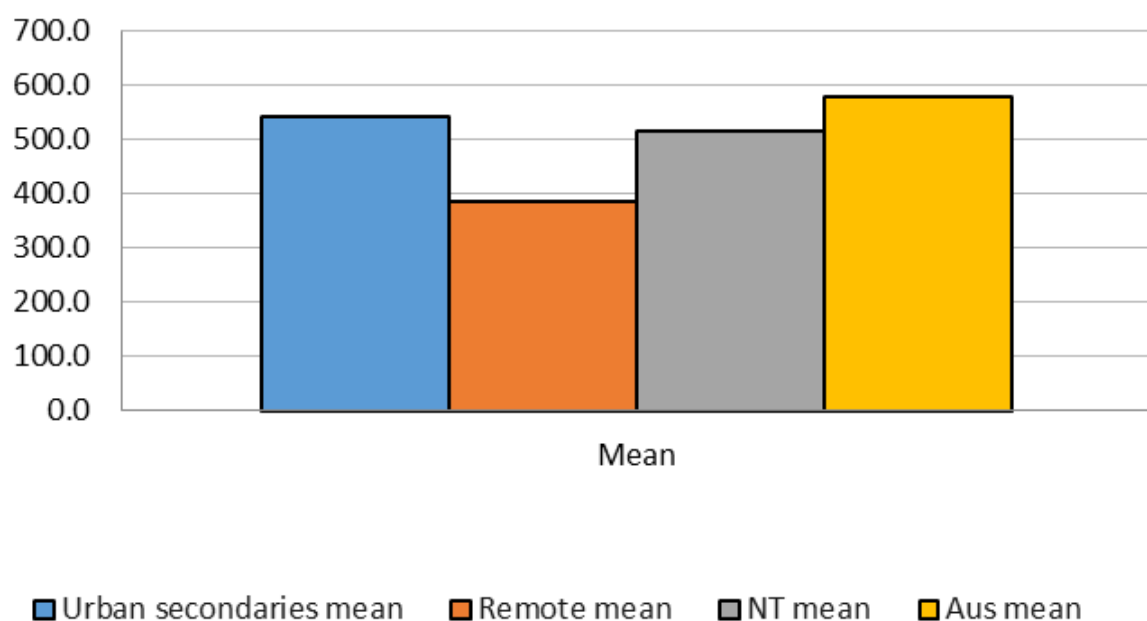
YEAR 9



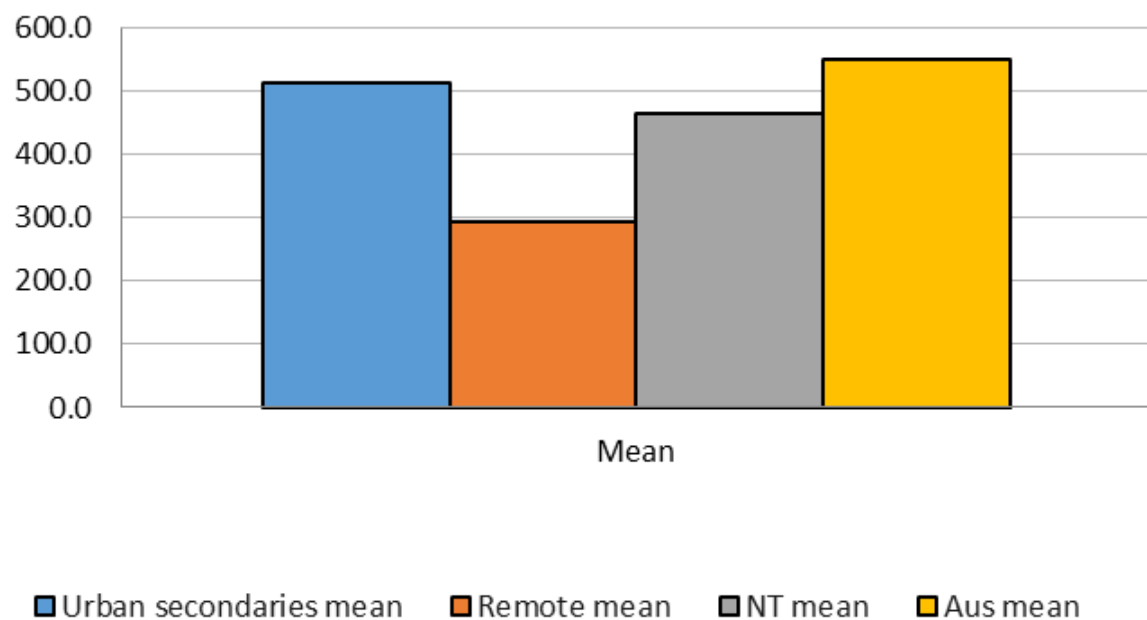




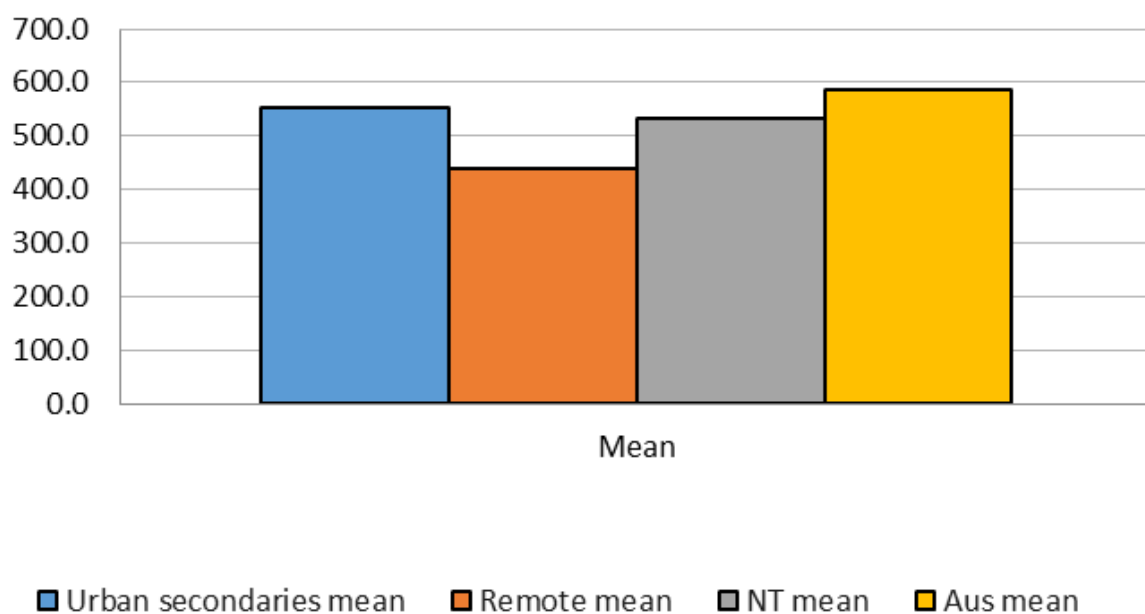
Year 9 Reading



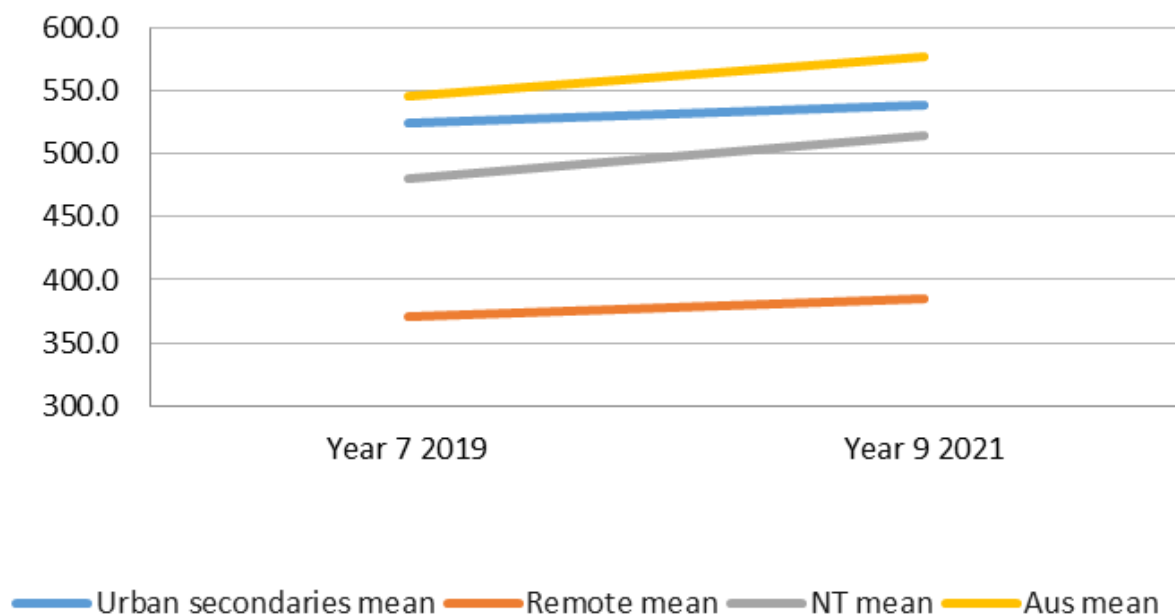
Year 9 Writing



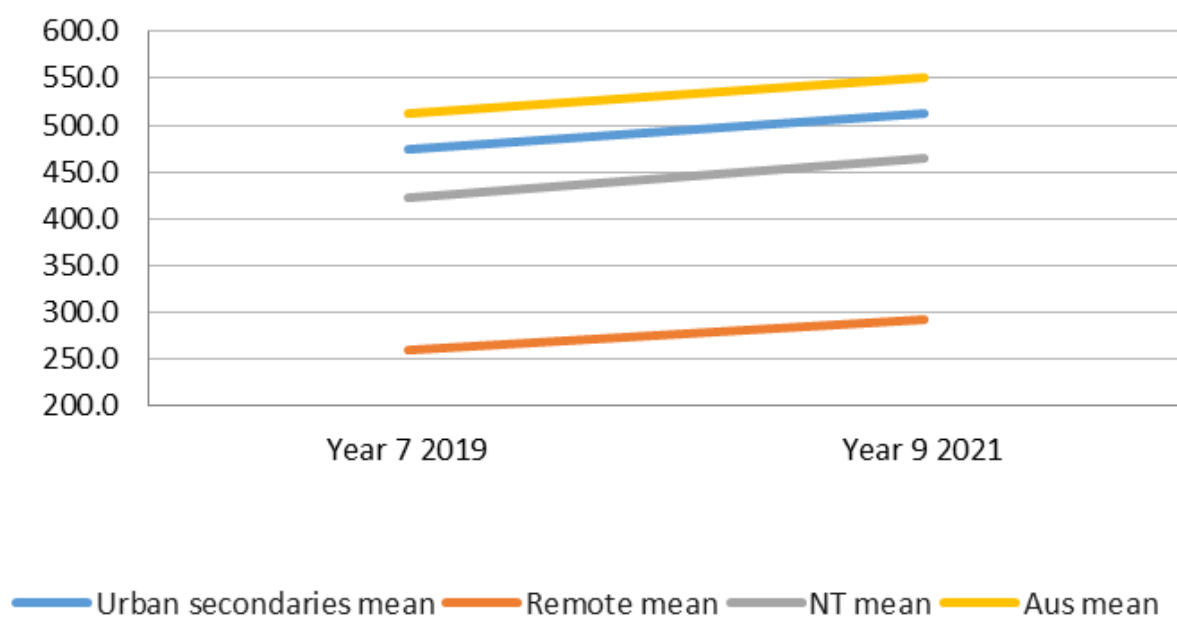
Year 9 Numeracy



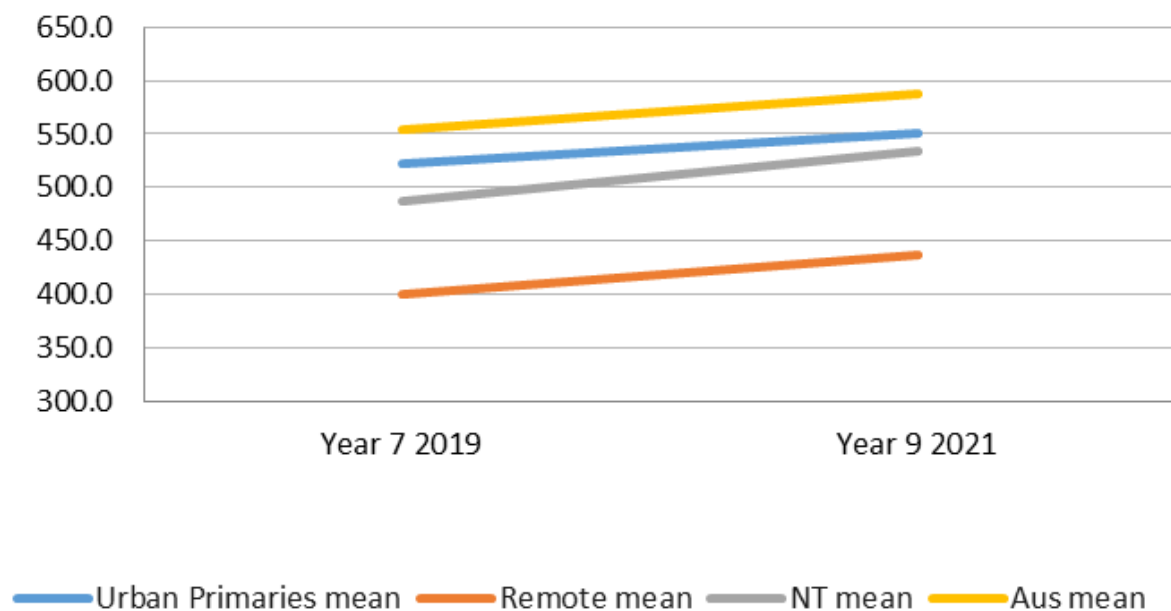
Reading Growth Year 7-9 2019 to 2021



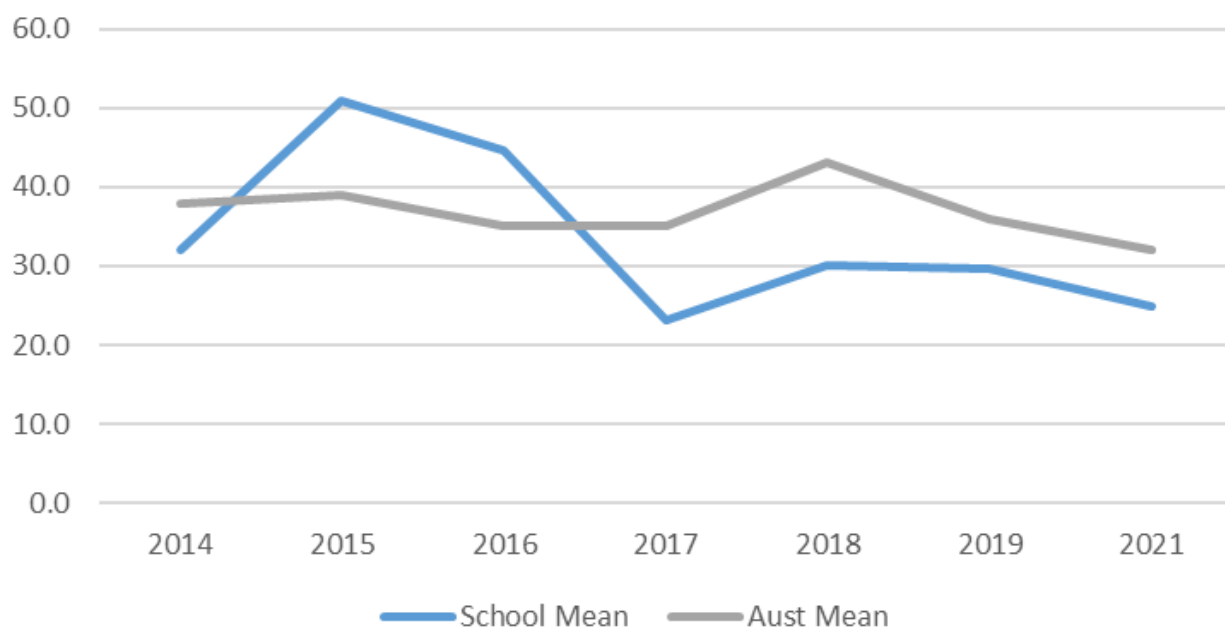
Writing Growth Year 7-9 2019 to 2021



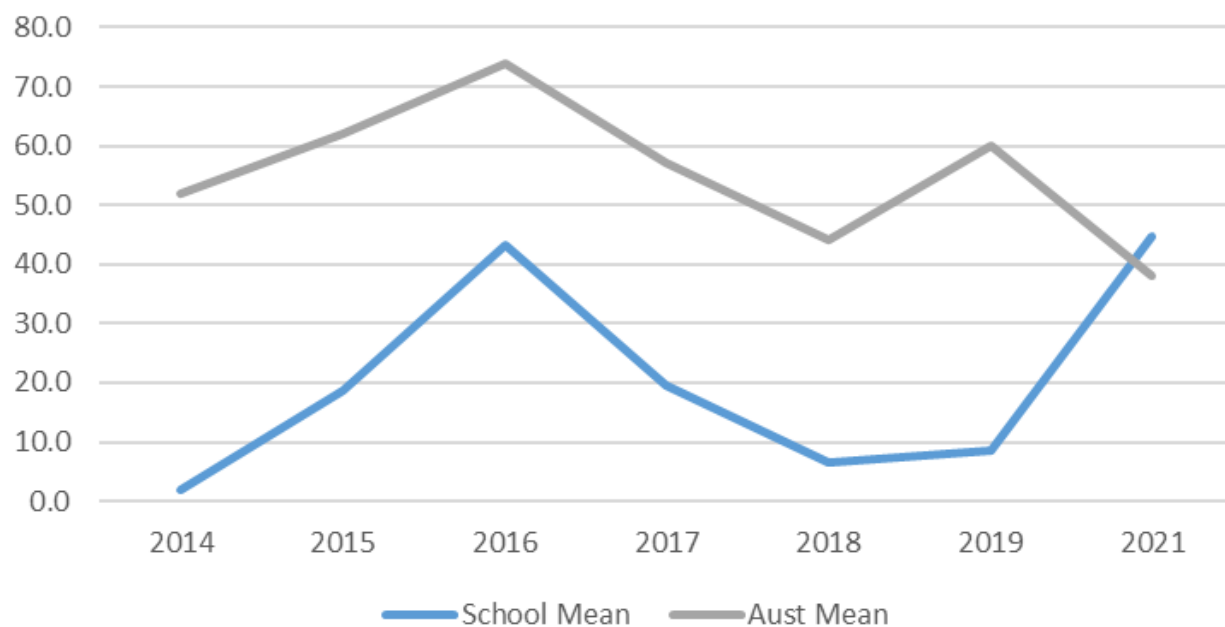
Numeracy Growth Year 7-9 2019 to 2021

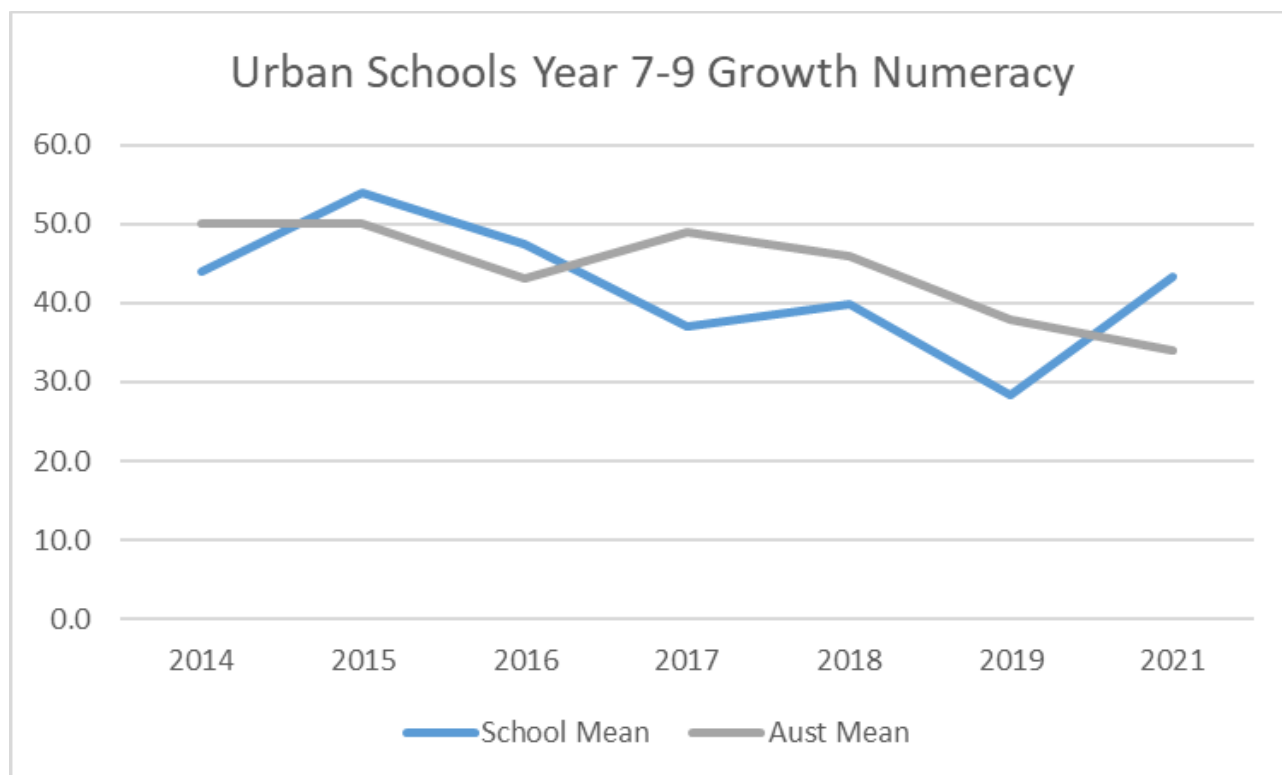


Urban Schools Year 7-9 Growth Reading



Urban Schools Year 7-9 Growth Writing





NTCET DATA

218 students completed the Northern Territory Certificate of Education and Training, which provided a completion rate of 97.8%. There were 133 students eligible for an ATAR (61% of all NTCET completers).

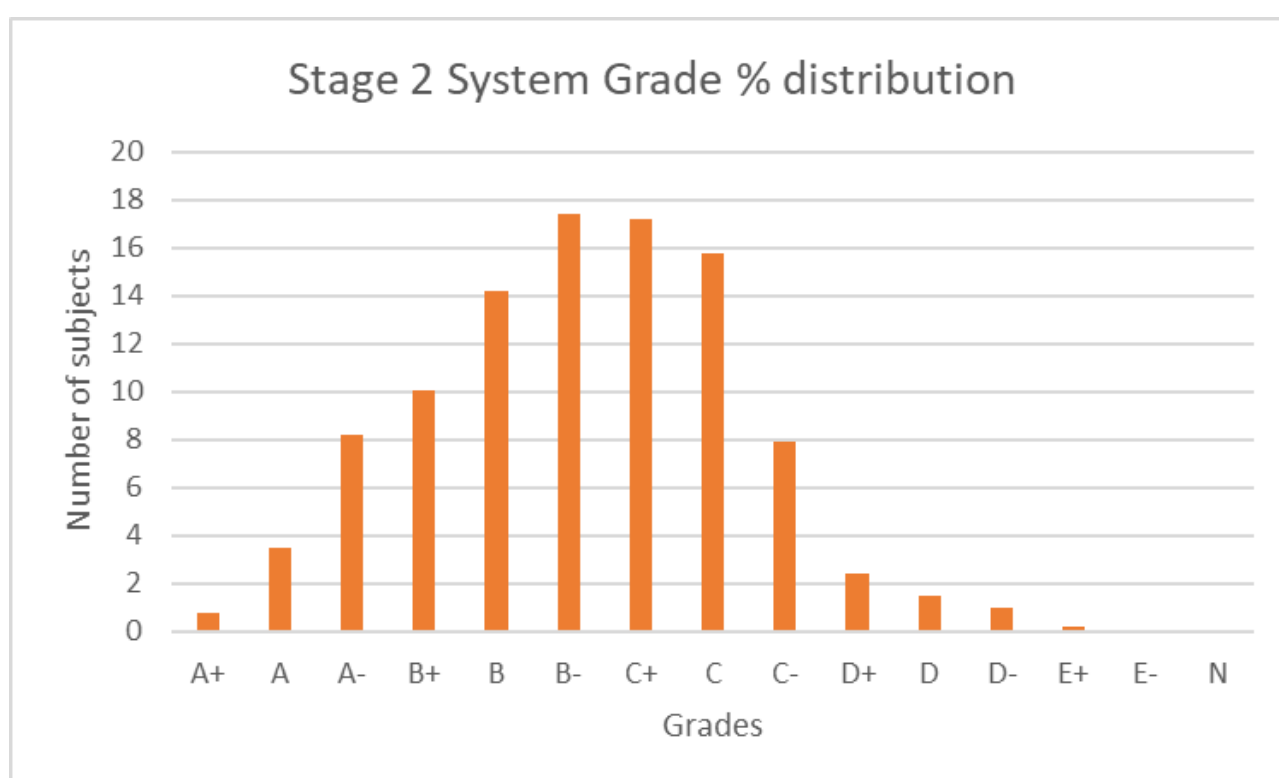
Three students were awarded a merit and were acknowledged at the NT Board of Studies Awards: one student at Our Lady of the Sacred Heart Alice Springs for Stage 2 Modern History and two students at O'Loughlin Catholic College for Workplace Practices.

Two students placed in the NT Top 20 (above 97.5 ATAR) and were recognised at the NT Board of Studies awards: O'Loughlin Catholic College with a 98.75 ATAR and Our Lady of the Sacred Heart, Alice Springs with a 98.4 ATAR.

NTCET Results for previous 3 years

Year	2021	2020	2019
Completion rate	97.8%	95.4%	94.5%
% of all course results	2021	2020	2019

Grade A	12.5%	13.1%	11%
Grade B+	54.1%	53.5%	51.4%
Grade C+	94.9%	94.6%	90.4%



The provision and development of high quality services including consistent practices, systemic procedures and policies and leadership development is a high priority for Catholic Education NT. The aim is to ensure all services are Meeting or exceeding National Quality Standards (NQS) while promoting high quality play based and inquiry learning for all children.

In 2021 eight services were scheduled to undergo Assessment and Ratings with ACECQA, receiving support to meet and/or exceed National Quality Standards and elements. This included providing a strategic map and work plan in order to build the capacity of all leaders in roles of management and operation.

The Education Officer; Early Years Literacy was appointed at the beginning of 2021; providing school based support with pedagogy, planning, classroom design and oral language support within early years.

Claire worked closely with schools as well as early learning centres/ preschools to bridge the gap in early learning services and transition classrooms, providing support with oral literacy along with discovery mornings, classroom designs and planning with teachers. Claire and Education Officer; Curriculum & Innovation, Sister Núria Miró have worked together to support best practice in classroom environments, pedagogy and planning. Sister Núria also continued to provide insight and professional development opportunities at network meetings and in schools regarding documentation, educational theorists, resilient leadership and opportunities for services to immerse in *Godly Play*.



Age Appropriate Pedagogy workshops continued to be delivered throughout 2021; commencing at Orientation and at Early Years' network meetings throughout the year. This professional learning involved workshops, planning and classroom designs in order to shape teaching and learning in the early years of schooling, supporting teachers to apply a range and balance of teaching approaches and characteristics into their classroom practice.

Assessment and Rating visits recommenced in 2021 following their postponement in 2020 due to COVID-19. Eight services were assessed and rated by Quality Education and Care Northern Territory as per the table below.

The table below shows each service's current rating as of December 2021.

Service	Maximum number of children	Rating as per Assessment and Rating	Date
Holy Family ELC	50	Meeting	11/12/2018
Holy Family ASC	90	Meeting	10/05/2021
Holy Spirit COL	45	Meeting	21/12/2021
Holy Spirit OSHC	100	Meeting	21/12/2021
Sacred Heart ELC	44	Meeting	29/03/2021

Sacred Heart OSHC	120	Meeting	02/07/2020
St Mary's COL	45	Meeting	30/07/2021
St Mary's OSHC	75	Working Towards	06/08/2021
St Paul's ELC	33	Meeting	20/08/2018
St Paul's OSHC	75	Meeting	20/04/2021
St Francis of Assisi ELC	44	Meeting	29/04/2019
St Francis of Assisi ASC	50	Meeting	19/11/2021
St Joseph's ELC	44	Meeting	16/10/2019
St Joseph's ASC	30	Meeting	27/07/2018
Ltyentye Apurte Preschool	53	Meeting	19/09/2019
Murrupurtiyanuwu Preschool	40	Meeting	28/09/2020
OLSH Thamarrurr Preschool	84	Meeting	15/05/2019
Mother Teresa's ELC	75	Meeting	09/01/2019
Mother Teresa's OSHC	135	Meeting	09/01/2019

OLSH ELC Alice Springs	44	Not Yet Assessed	TBA
OLSH OSHC AS	60	Not Yet Assessed	TBA
St Francis Xavier Preschool	18	Under scope for A & R due to low enrolments	

The *Developing Early Years Leaders* program continued during 2021, specifically targeting leaders and coordinators in developing their skills. Facilitator and program designer, Ann Sexton, ran the program over two days in March 2021, but due to COVID-19 was unable to continue the program in September. The two day program in March provided opportunities to understand the purpose of the role and develop skills in effective leadership, managing people, team building, communication, along with understanding personality traits and emotional intelligence. CENT is committed to developing leaders through this program in 2022 for new, emerging and current leaders, in response to the CENT strategic goal and part of Quality Area 7 offering professional development for all educators.

The network meetings were well supported through participation over the year; supporting growth in leadership, management and in the operational aspects of leaders' roles. They also contribute to the development of a positive collaborative culture within our Professional Learning Community. The meetings, both face to face and via *Zoom*, included opportunities to upskill staff in leadership and management and in developing understanding and skills in the areas of pedagogy. Priority areas included age appropriate pedagogy for early years and OSHC theorists, being critically reflective, oral literacy, assessments, wellbeing and resilience.

Early Childhood Australia (ECA) conducted sessions on Behaviour Management during network meetings and provided support on an Innovative Solutions Funding application to secure the *Educator Phoenix Cups* program. This will commence in six CENT Early Learning Centres in 2022. Staff have also embraced webinar opportunities conducted by ECA, Child Australia and Department of Education (DoE).

In 2021 CENT services participated in the *Child Australia; Little People Big Dreams* Conference. All services provided visuals and information regarding their services in a promotional campaign at the conference in October, which provided an insight into each other's service. Directors and Coordinators have continued their collaboration and communication; inspiring and reinvigorating each other to critically reflect on learning spaces and practices in order to optimise children's learning and engagement.

Cherry Grant, Director of Mother Teresa Early Learning Centre and OSHC was nominated for a Leadership Award in the NT Education and Care Awards category and was one of three finalists from 13 applications in the Northern Territory

The Assessment of Student Competencies (ASC) data for children is collected by staff in all centres and entered into the central platform-GradeXpert. This data will be used to inform programming and planning and to measure learning growth in skill development, competency and achievement for children.

Monitoring inspections by Quality Education and Care (QECNT) were rare in 2021 due to COVID-19. However, those schools subject to compliance and monitoring inspections in 2021 were all compliant.

Lisa Le Gros, Education Officer; Early Years, continued as a member of the Early Childhood Education and Care Awards Committee and as a member of the Key Stakeholder Advisory Group (KSAG). This work has facilitated the building of relationships between key organisations such as DoE, Early Childhood Australia, Child Australia and Industry Skills Advisory Council NT (ISACNT). Meetings in 2021 were focused on workforce issues in the Northern Territory including staffing qualifications and meeting National Regulations for staffing, impacts of COVID-19 in remote communities, Universal Access and AEDC.

The Early Years Standing Committee held meetings via *Zoom* in 2021 and focused on reviewing the Terms of Reference, CENT Continuity of Learning Policy and Procedure, CENT Medication and Medical Conditions Policy and updates regarding the CENT Safe Transportation Policy and Procedure. Alan Haines was engaged to facilitate a review of existing ELC & OSHC governance and finance structures in Term 4 to inform future CENT directions.

The National Catholic Education Commission Early Childhood Education recommenced meetings via *Zoom* during 2021. The members discussed the terms of reference for the committee, the national landscape of education and care, national workforce strategy, AEDC data and the proposed national early language and literacy strategy.

Celebrations for the year have been the growth in leadership and resilience of Assistant Directors, OSHC Coordinators and all educators. All services have ensured they are promoting quality, embedded and consistent practices to at least *'Meeting'* National Quality Standards, despite the current challenges or COVID circumstances. Communication and collaboration between the network has been a priority during the year to ensure support with programs, health and safety, and the wellbeing of staff and children.

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

CENT continued its commitment to leading and supporting schools in best practice for students with English as an Additional Language or Dialect. CENT delivered a two day EAL/D professional learning workshop designed for Aboriginal Catholic Community Schools each term. The learning modules covered Learning in an Additional language, Teaching and Learning Beginning and Emerging EAL/D learners (EAL/D Pedagogy), assessing, monitoring and reporting to EAL/D learners and an Action Learning Project. These workshops support the planning, teaching, assessment and reporting for EAL/D students and will continue to be expanded and offered to schools in 2022.

Additional areas of focus in the area of EAD included

- Revision of EAD enrolment information to improve identification of EAD students, early intervention and appropriate classroom support

- Moderation sessions to build teachers' knowledge and consistency with the identification, monitoring, assessment and reporting of EAL/D students
- Professional learning through the Department of Education's EAL/D Hub modules.

Improvement priorities included a renewed emphasis on bilingual education for ACCS schools, along with the implementation of the Northern Territory Indigenous Language and Culture Curriculum through ACCS Curriculum network meetings and school based support with Education Officers.

CURRICULUM AND PEDAGOGY

Angela Hollis joined the team as Secondary Curriculum and Pedagogy education officer at the beginning of Term 2.

The focus for the development of quality curriculum and pedagogy has continued to be one of supporting individual schools in their areas of need. In the secondary sector of our Aboriginal Catholic Community Schools (ACCS), education officers investigated the creation of alternative programmes to replace the NT Department of Education Employment Pathways programme (phased out at the end of 2021), with an emphasis on increasing engagement for at-risk students. In partnership with Xavier Catholic College, a scope and sequence was drafted which links Australian Curriculum, Indigenous Languages and Culture (ILC) curriculum and VET opportunities to culturally appropriate pedagogies and contexts. This will be trialed and further refined in 2022 with the hope that other ACCS will be able to implement it in their contexts.

In the latter part of 2021, the [Curriculum and Pedagogy Google](#) site was created to provide resources for schools. This will continue to be promoted and used into 2022 alongside the [Teaching and Learning CENT](#) Google site.

CURRICULUM AND INNOVATION

As Curriculum and Innovation Education Officer, Sister Núria Miró reoriented previous ideas schools have had about new educational spaces. Work was carried out incorporating the insights of Emma Podsiady; Occupational Therapist for CENT. The focus was on offering multiple learning opportunities to students through an intentional reorganisation of educational spaces, an increase in student's voice and choice to support the personalisation of learning, and in the close collaboration between teachers who work in the classroom through team teaching.

The *Godly Play* program is a creative and imaginative method of spiritual development that responds to the needs of children and gives them the opportunity to explore and develop an understanding of God. Various sessions have involved staff from our urban and remote schools. Priority was given to exploring the parables of Jesus, and the liturgical season of Advent, as well as gaining the confidence to tell stories and understand the purpose of *Godly Play* beyond simply telling stories.

At Ltyentye Apurte Catholic School, stories were told in the local language, Arrernte, and a workshop was offered for the more meaningful creation of the materials. Materials were also provided for Sacred Heart Catholic Primary School, whilst At St Francis of Assisi Catholic Primary School participated in a sensitivity day. Online workshops were also offered to introduce the method and many schools participated.

Through the ACCS CC/DIP network, support was provided in programming lessons which integrate the Australian Curriculum General Capabilities and to assessment that emphasises process over product. Along with the Education Officer; Secondary Curriculum and Pedagogy, professional development was provided on implementing differentiation which included an experiential practice.

EARLY YEARS LITERACY/LITERACY

At the beginning of 2021, Claire Koefoed joined the early year's team as the Education Officer for Early Years Literacy and has been integral in providing school based support with pedagogy, planning, classroom design and oral language support within early years. She was supported in this work from colleagues, Lisa LeGros and Sr Núria Miró, along with the Teaching and Learning Team.

Age Appropriate Pedagogy support overlaps with Literacy support, assisting teachers to apply a range and balance of teaching approaches and characteristics into their classroom practice.

Professional learning and workshops were provided for whole staff groups, T - 2 planning teams, individual teachers and Curriculum Coordinators and Inclusion Support Advisors. Support was also provided in literacy program structure, with timetable templates shared with Curriculum Coordinators and graduate teachers in preparation for 2022. The end of year review and reflection meetings were held via *Zoom*, planning document templates were shared and school observation visits were arranged for teacher support. This support will continue in 2022.

Support has been provided around research and evidence-based Literacy programs to be implemented into a structured literacy program for our primary schools, with a focus on phonological awareness and phonics instruction in teaching reading. Coordination was facilitated between CENT schools and the Department of Education for staff attendance at *Read Write Inc/Fresh Start* training and *Science of Reading* online webinar series. School observation visits and network meeting presentations of sharing best practice were facilitated for phonological awareness & phonics implementation such as *Initial Lit* and *Read Write Inc*.

Literacy work also included support in school based assessments and professional learning such as Year 1 Phonics Check through Literacy Hub, PAST Phonological Awareness Screening Test, Heggertey's, FELA NT, Read Write Inc Assessment, PM Benchmarking and Running Records. ACS and AEDC data collection support was provided for some schools with the Education Officer; Early Years.

Oral Language presentations in collaboration with CENT Speech Pathologist, Bridgette Mulhern, were provided through the Early Years Network meetings and as an online presentation for Charles Darwin University education students. Oral Language support was also provided in team planning meetings for some of the Aboriginal Catholic Community schools.

Through a Primary English Teacher's Association Australia (PETAA) membership, in partnership with an Arts Council grant, an author visit and writing workshops were held at Our Lady of the Sacred Heart Bath Street campus for the junior school across two days. The author was Paul Seden, an Indigenous writer from Darwin. The students thoroughly enjoyed the opportunity and Paul was delighted with their engagement, feeling very welcomed in the school.

Our Curriculum and Data Informed Practitioner Coordinator network meetings prioritised Literacy through sessions held on curriculum and planning tools, embedding General Capabilities in teaching and learning, the National Learning Progressions and EAL/D Professional Development.

NUMERACY AND MATHEMATICS

In 2021, in his role as Numeracy and Mathematics Education Officer, Guy Glover worked closely with schools creating and revising School Numeracy Plans to outline a whole school approach to delivering maths instruction and developing student's numeracy skills. These plans also assist Education Officers, schools and teachers in determining how best to support the school in achieving its goals for numeracy. The prominent themes for support were effective pedagogy for teaching maths, differentiation, interpreting the Australian Curriculum and using manipulatives. More specific professional learning was provided around the key concepts of maths, particularly early number sense and place value knowledge. Guy worked closely with schools to produce bespoke scope and sequences and yearly overviews aligned to the current resources used in the school.

CENT strengthened partnerships with external organisations to broaden the support available to not just our Catholic schools but all schools, co-creating resources with the NT Department of Education. At a national level, CENT was represented on the Australian Association of Mathematics Teachers (AAMT) council providing the opportunity to advocate for students in the Northern Territory. Guy also contributed to the work of the National Catholic Education Commission in its work on producing a system wide approach to improve student numeracy. The Mathematics Teachers Association of the NT (MTANT) worked with CENT to deliver professional development opportunities including a series of webinar presentations by some of Australia's most highly regarded maths educators.

Guy worked collaboratively with schools to develop quality assessment tools for teachers as assessment is a critical component of the education process. Through whole school and professional learning sessions schools were able to use assessment for learning including simple diagnostic tasks to determine what each student needed to learn to progress. Many of our schools are moving away from traditional pen and paper assessments and using assessments where teachers are able to hear and see the mathematical strategies students are using to solve problems. This approach is well supported by research and is proven to be effective in enabling teachers to plan for more individualised learning experiences for our students. The participation by schools in the use of Progressive Achievement Tests – Mathematics (PATM) is providing valuable data at a system, school and classroom level for tracking students' performance against national benchmarks. At a system level the assessment highlights effective numeracy programs and approaches used by a particular school, and an opportunity for that school to share their experience with other schools. Schools are using their data to track student performance and identify students who require additional support. Teachers are also using the assessments as evidence of learning and to reflect on their own teacher practice.

Schools identified differentiation in maths instruction as an area for improvement. Differentiation in this situation means providing mathematical learning experiences tailored to each student's

particular learning needs. To support this need, CENT provided both in-school and online professional learning sessions with staff. Additional sessions were run for support staff working closely with students with additional learning needs.

This work will continue in 2022, along with a focus on supporting schools and teachers on implementing the revised Australian Curriculum which will be available in early 2022. The revised Australian Curriculum: Mathematics is well-considered, providing teachers with much finer detail on the concepts to be taught. However, as with any new curriculum support will be required in how best to teach those mathematical concepts.

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

A number of incentives were offered both internally and by external providers in STEM and Digital technologies throughout 2021. CENT Schools successfully engaged with these opportunities.

The Catholic Education Office has joined with CEnet to increase opportunities in the area of ICT and technologies. CEnet is a not-for-profit Information, Communication and Learning Technology (ICLT) services organisation supporting Catholic Diocese networks that connect school communities across metropolitan, regional and rural New South Wales, Queensland, Tasmania, the Australian Capital Territory and the Northern Territory.

CEnet will provide a wide range of e-learning opportunities offered through Catholic Learning Online (CLO), an offshoot of CEnet. This will allow further opportunities to develop teacher practice through the use of technology. For any further information about these services please ask the Education Officer: STEM or the Manager Research and Development IT.

During the months of April and May, the Australian Curriculum and Reporting Authority (ACARA) representatives held a series of workshops in Darwin and Alice Springs. These were designed to target the use of Digital Technologies and enhance the development of Literacy and Numeracy skills. Two STEM Connections workshops were held to assist teachers in learning the STEM dimensions of thinking, knowing and doing.

This year's *Festival of Teaching* Professional Development Day hosted workshops by the CEO NT Education Officer: STEM in the area of developing and creating 3D modeling, Augmented Reality and Virtual Reality using *CoSpaces*. These were well received by educators from all over the NT and provided the opportunity for further professional development sessions within CENT schools, which will continue into 2022.

STEM in the NT initiated a science teachers' network during the year with the aim of providing professional support for primary teachers. It was well received and will continue during 2022, focusing on building the network and identifying areas of support required.

Many CENT schools continued to engage with the Power and Water STEM units in 2021 through the theme of designing ways of reducing water usage. CEO NT staff were invited to assist in judging

the best overall presentations for some participating schools, and to view the final presentations. Power and Water are planning on increasing their scope of units in 2022 as a means of engaging even more schools in different ways with a similar environmental focus.

STEM Futures was designed by QUESTACON to equip teachers and school leaders with the skills and confidence to deliver hands-on minds-on STEM activities to their students. Teachers explored how pedagogical change can help build students' general capabilities and develop ways to assess the growth of content knowledge, skills and general capabilities in the context of learning.

School leader sessions explored the role of the school leadership team in building strong school-wide STEM and the way thinking practices can be harnessed to drive strong school improvement practices.

Additionally, the three workshops covered the three curricula in STEM and how they are linked through engineering. Participants were provided with tools and teaching strategies for planning, teaching and assessing STEM. Included in the learning were inquiry-based learning and thinking processes and a focus on linking STEM units of work to the curriculum. They also focused on building awareness and understanding of the goals of the Northern Territory Government STEM School Matrices.

Later in the year, QUESTACON ran their *Engineering is Elementary* workshop once again as an online event. Several urban schools took the opportunity to engage with the workshops. More QUESTACON workshops will be offered in 2022 with the aim to include the Alice Springs and Katherine regions.

The *First Lego League; Cargo Connect!* Competition became an online event with seven CENT school teams competing from the Northern Territory.

Congratulations to CENT participating schools who achieved success in the competition, taking out the following awards:

- Robot Game Award - Robo Rampage - MacKillop Catholic College.
Coach Suman Binda (progressed to the National online championship).
- Core Values Award – Robo Rampage - MacKillop Catholic College
- Rising Star Award - Strong Together# - St John's Catholic College.

Coaches - Justin Andries and Nelson Tio.

During Week 9 of Term 4 the Department of Innovation, Trade and Tourism in conjunction with Young Change Agents put on a two-day *Innovation Zone* to encourage secondary student engagement into the fields of STEM. CENT schools and office staff attended, with CEO NT manning a stall, and also presenting a workshop. The Class Virtual Reality headsets and the Primo Robot, Cubetto, were the most popular items on the stall.



Joelene Puntorero and Melissa Tipo have been working with CENT schools to enroll Year 8 girls into the Young Indigenous Women's STEM Academy. The Young Indigenous Women's [STEM](#) Academy gives young Indigenous women the tools and support they need to succeed in an exciting STEM career.

CENT has continued to build its resources for supporting the implementation of STEM in our schools for quality learning and assessment. In 2021, we acquired 10 sets of *LEGO WeDo 2s* and *LEGO EV3s* which have been out in schools for the majority of 2021. A number were used in the *First Lego League* competition. Micro:bit kits are now also available for schools to use in limited numbers. These resources will continue to support our work in building schools' capacity for providing quality STEM education.

VOCATIONAL EDUCATION AND TRAINING VET

During 2021 CENT students were able to access over 50 courses through a variety of training providers. Students accessed courses outside of the school offered by a range of providers; the most well-known being Charles Darwin University. Students were able to attend VET at school through working with other Registered Training Organisations (RTO) having trainers employed and working at schools delivering courses. This model has seen students completing Health and Community Services certificates as well as Applied Languages and Conservation. Remote schools have had trainers visit to complete blocks of training in Hospitality and Tourism which have been very popular with the students.

To increase VET trainers at our schools, over 15 teachers undertook their Certificate IV Training and Assessment during 2021. These teachers will be delivering Community Services, Health, Christian Ministry, and Conservation qualifications as well as certificates to increase training to our local workforce in our community schools.

Yet again we featured at the Northern Territory VET Awards. MacKillop RTO's trainer of Conservation Land Management, Ian Anderson, was Runner up VET teacher/ Trainer of the Year. In addition, MacKillop student Harrison Fisher was a Finalist in the NT VET in School Student of the Year. Congratulations to them both.

During 2021 an overhaul of the VET system was announced, to ensure qualifications are updated sooner as the demand on VET for Australia's economic future relies on a system that works for students and employers. The new system will be designed to cluster industries and strengthen industry connections to ensure qualifications meet industry needs.

There has been a government focus on skills reform through several areas such as boosting wage subsidy of apprenticeships to encourage workplaces and industry to take on more trainees. In addition to this, funds will continue to be allocated to increase skills for education and employment.

VET continues to grow in popularity as the need for a skilled workforce is in demand. The use of micro credentialing has become very popular, which allows someone to have specific smaller blocks of training to respond to the fast changing workplace needs. This has been reflected in our data with an increasing number of students completing smaller skill sets rather than full qualifications. As a result, CENT has focused on supporting micro credentialing for school staff and students.

CAREERS

2021 saw an increased focus on careers and how critical it is for young people to receive quality careers guidance. This was particularly evident as COVID continued to disrupt workplaces and highlighted the need for the skills youth require to thrive in a globalised and technologically rich environment.

The government continued to support careers education through the allocation of 29.6 million dollars towards the National Careers Institute. This will assist people in all stages of their career journey. The National Careers institute has teamed up with the National Career Industry Council and produced resources called *Little Ripples*. These are aimed at primary aged students as research has shown children form perceptions in regards to careers as young as seven years of age. These resources show the importance of talking about careers and options early on through positive conversations and activities.

School based careers practitioners gathered at CEO for another career networking day during July. The team spent time unpacking the *Looking to the Future* report, investigating learner profiles, as well as engaging with speakers from Indigenous Allied Health Academy. This network group also attended the Department of Education's Career Network Day where they unpacked areas of the *Looking to the Future* report and heard from many excellent speakers from various industries sharing their journeys.

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.

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 CEO ISS, through the support of CEO Infrastructure, is subsidizing the installation of lifts (beginning at Bath Street) for multistory classrooms.

A key priority for the Inclusion Team has been the promotion, education and use of Sound Field Systems within classrooms and across the system. A new focus will be to ensure schools maintain and service the Sound Field Systems using their ISS Operational budgets. CEO ISS supported schools where student numbers grew, to purchase new SFS.

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 continued in 2021 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. Towards the end of 2021, we introduced an additional function on the INSPIRE funding screen, allowing Education Advisors more decision making capacity with funding decisions. This supports Inclusion Support Services to have a shared responsibility in the distribution of 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 –

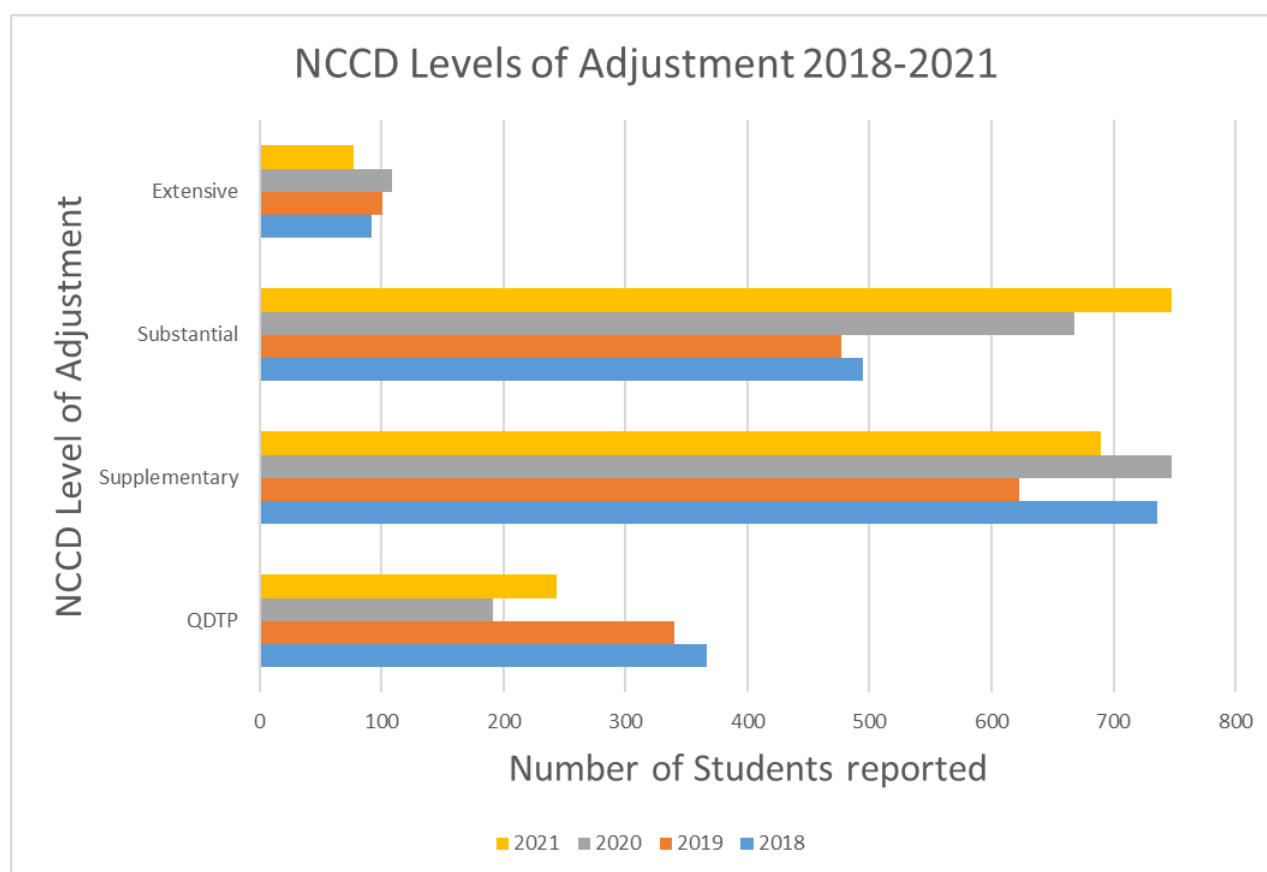
- Continue to rollout Text Help assistive software as an evidence-based remedial program for students with literacy and communication difficulties. Schools now have to fund this software individually, using the ISS operational budget.
- Mock audit process conducted to ensure high quality evidence for Census NCCD entries, involving school ISCs, School Advisors and the NCCD Advisor.

Mock audit process conducted to ensure high quality evidence for Census NCCD entries, involving school ISCs, School Advisors and the NCCD Advisor.

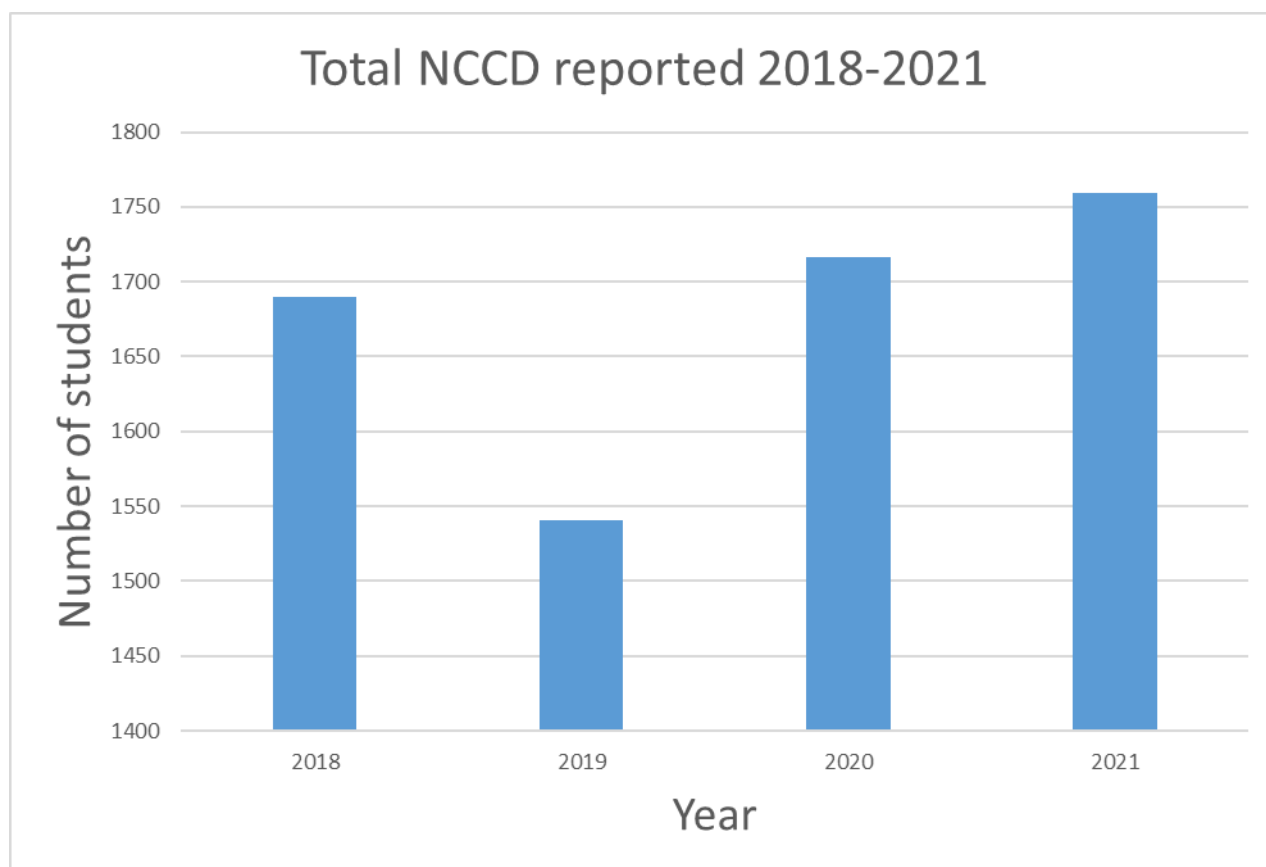
CENT STUDENTS WITH DISABILITIES DATA

CENT NCCD Levels of Adjustment reported for 2018-2021

Level of Adjustment	2018	2019	2020	2021
QDTP	367	340	191	244
Supplementary	736	623	748	690
Substantial	495	477	668	748
Extensive	92	101	109	77
Total NCCD	1690	1541	1716	1759



The funded student cohort for CENT has increased from 242 to 1759 students since 2013.



PROFESSIONAL LEARNING

The ISS Team attended several online PD/ conferences in 2021 including the Middle Leadership Course (The Brown Collective), Speech Pathology Australia Annual Conference, the Hanen Learning Language and Loving It Course, and Instructional Coaching.

KEY PRIORITIES FOR THE TEAM

- Continued rollout of Disability Discrimination Act (1992) and Disability Standards for Education (2005) to new staff through the NCCD portal.
- Continued professional learning and support to schools, including two forums for schools' Inclusion Coordinators and Inclusion Support Practitioners.
- Ongoing 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.
- Distribution and consistent use of 'Inclusion Support Services Guide'.
- Distribution 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

Practitioners and NTCE/Curriculum Coordinators regarding Modified SACE/NTCET options for eligible students.

- Training of the 3 new School Psychologists in the ADOS-2 (Autism Diagnostic Observation Schedule - second edition)
- Collaboration with Department of Education teams including School Psychologists, Occupational Therapists, Speech Pathologists, Hearing, Vision and ASD for sharing of knowledge, referral process, and diagnostic formulation to support cross-sector consistency.
- Update of Occupational Therapy video to educate teachers and students on how to use sensory tools in the classroom.
- Update new staff about the informational video on the use of sensory pathways in schools to support students with regulation.

CLINICIANS

- All clinicians engaged in clinical supervision to ensure they met the relevant reporting bodies' ethical and registration obligations.
- Clinicians continued to implement a Response to Intervention (RtI) Approach when servicing schools, to identify where a whole school, group or individual intervention was most appropriate.
- Clinicians focused their professional learning on developing their identification, diagnosis, intervention and classroom intervention strategies regarding trauma informed clinical & educational practices.

PROFESSIONAL DEVELOPMENT

ISS started to use the data from the Inclusion Support **Cluster Analysis** report to inform the professional learning focus for individual schools, staff, as well as the Inclusion Team.

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 restructuring, 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 approximately \$ 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

The Community and Culture (C&C) 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
Sherri Bryers	Catholic Education Office	Manager Aboriginal/Islander Workforce Dev
Robyn Craig	Catholic Education Office	RE Team
Nikita Jason	Holy Spirit Catholic Primary School	Teacher
Letticha Clarke	St John's Catholic College	Aboriginal & Islander Education Worker
David Paull	O'Loughlin Catholic College	Aboriginal & Islander Education Worker
Rhett Bowden	O'Loughlin Catholic College	Principal
Anthony Burton	Catholic Education Council NT	Member Catholic Education Council

Meetings 2021	22 February	7 April	25 May	3 November
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WORKFORCE DEVELOPMENT

Work continued in each of the five schools during the year. Only one network meeting was held during the year due to Sheri Bryers CENT Aboriginal and Islander Workforce Development Manager being on maternity leave. However, the network, together with four members of the AIEW Network completed a two day training course – Certificate IV in Leadership and Management delivered by Alana Kaye.

The AIEW Network also completed a two day programme on “Better Conversations” delivered by Trish Gooch from Trish Gooch Coaching.

EIGHT WAYS OF ABORIGINAL LEARNING

Work continued in this area with the APRE Network participating in joint planning of units of work. At the meeting, each term there was an opportunity to share how the Aboriginal Ways were being introduced in each community and to learn from others. The confidence of the group continues to grow and there is an ongoing commitment to this project in 2022.

CULTURAL COMPETENCY PROGRAMME

The programme delivered during orientation in January was again very well received. Plans are in place to upskill a nominated group from the AIEW Network to be available to deliver a shorter version of the Cultural Competency Programme to each school on an annual basis.

In early term two members of the CALT team visited MacKillop College and O'Loughlin Catholic College to deliver a Cultural Education programme to students. At MacKillop College the group worked with the Aboriginal girls and a number of 'hands on' activities were arranged including dancing, face painting and art work. At O'Loughlin College the group worked with a number of groups from the middle school classes. Activities included the Shell Ceremony (Wadeye), Water Ceremony (Naiyu) and an explanation of the Smoking Ceremony. Members also spoke about their communities and schools. This was an excellent initiative and in 2022 two Darwin primary schools will be offered a similar experience.

The CALT group planned to facilitate the APRE Network Retreat sharing their spirituality with the group. However, due to COVID restrictions announced at midnight the retreat was postponed until 2022.

NCEC VISIT

In June members of the NCEC Aboriginal & Torres Strait Islander Network visited Darwin for their meeting. Representatives came from Canberra, NSW, Queensland, Tasmania, South Australia and Western Australia. The first day was a trip to Bathurst Island where they were immersed into the local community spending time at MCPS and Xavier Catholic College. The Tiwi people were most welcoming and happily shared their culture and the school leadership teams outlined programmes in place to support students and shared the challenges faced on a daily basis. There were classroom visits and the opportunity to participate in dancing and other cultural activities. The group also visited to Museum and other landmarks. The following day there was a debriefing about the experience and then the usual meeting in Darwin. This visit was considered a success and highlighted the excellent work being done on a daily basis in the remote schools (ACCS).



PASTORAL CARE AND WELLBEING

The Pastoral Care and Wellbeing (PCWB) 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

Sr Catherine Mead	Catholic Education Office	Leader Catholic Identity & RE
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

Meetings 2021	16 February	04 May	18 August	26 October
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PASTORAL CARE AND WELLBEING WORK 2021

The Pastoral Care and Wellbeing Standing Committee, CEO Pastoral Care and Wellbeing Officer, and the Pastoral Care and Wellbeing Network focussed their work on addressing the goals of the 2021 CEO PCWB Annual Improvement Plan.

This work included delivery of trauma-informed training to schools and networks using the NT REAL (Resilient, Engaging, Accessible Learning through Relationships) framework.

The CENT Pastoral Care and Wellbeing Framework was developed through collaboration with the PCWB Network, Deputy Director Teaching and Learning, and Leader of Catholic Identity. Further feedback was sought from an external consultant/ "critical friend", Ben Sacco, National Lead-Program Development and Implementation, The MacKillop Institute.

Support of Pastoral Care and Wellbeing Leaders in schools to understand best practice in student wellbeing for learning was delivered through virtual training from Dido Balla, MindUP For Life's US Director, Educational Innovation and Partnerships. The Pastoral Care and Wellbeing Officer undertook the Train the Trainer (TTT) program to provide support for schools. CEO Inclusion Support School Psychologist will continue to provide this support after completing the TTT program in January 2022. Eight CENT schools are in varying stages of delivering and embedding the MindUP for Life framework to support the wellbeing and mental health of staff, students and the school community of families into 2022. Ltyentye Apurte Catholic School was the first school in Australia to be trained in the new MindUP for Life framework by an Australian Trainer.

ParentTV content has been shared with CENT schools to distribute in their newsletters and social media profiles to provide support to school communities. Topics included parenting tips around behaviour, technology, mental health, social wellbeing, friendships, health, COVID-19, sleep, growth mindsets, safety, nutrition, sibling conflict, and many more.

PCWB Network Days were delivered Friday of week 6, each term, prioritising the development of the CENT PCWB Framework and including training in Positive Behaviour for Learning, educator self-care, wellbeing approaches based on the Maslow before Bloom model, and evidence-based approaches using CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies. There were also opportunities for discussions around data collection used across the system, sharing wisdom in the room with examples of integrating faith and PCWB, and sharing schools' experiences of piloting the draft CENT PCWB Framework. We also had support and training from: Ben Sacco, the MacKillop Institute on ReLATE (Reframing Learning and Teaching Environments); Nikki Bonus, Life Skills GO, on supporting educator wellbeing in schools and in the staffroom through simple, practical, evidence-based self-care strategies; Marty Ogle, Tasmania Catholic Education on integrating Making Jesus Real through the learning day; BeYou Clinical Consultants, on initiatives available through their organisation to support wellbeing and mental health, including suicide post-vention plans.

Consultation and collaboration with CALT members on-site began with work on Bathurst Island around the draft CENT PCWB Framework and training was delivered that included local teachers at OLSH Thamarrurr and LACS.

Support was delivered to Xavier Catholic College in 2021 after their success in obtaining the \$30,000 Smart Giving grant to support the wellbeing and mental health of staff and students that included embedding the MindUP for Life program and staff counselling support through an external psychologist.

Consultation and collaboration continued with CatholicCare to ensure that our schools were provided with prompt and best practice support for both staff and students.

Principals, APRE's, Deputy Principals and other key CENT educators were given the opportunity to attend the Springfox Resilient Educators' workshops throughout the year. Workshops were

delivered to whole school staff including Murrupurtiyanuwu Catholic Primary School, MacKillop Catholic College and St. Francis Xavier. Term 2's delivery at Holy Spirit Catholic Primary School included staff from CEO and CENT schools.

The Wellbeing for Leaders Initiative continued in its development with consultation and collaboration across the Principal, Deputy Principal and APRE networks. A final draft document was developed by consultant, Julie Cobbledick, with an action plan to be established in 2022.

As part of sharing the CENT PCWB work, the CEO PCWB Officer, Cheryl Edward, was invited to present in two global webinars in 2021: Life Skills GO "Wellbeing in Schools: Discussion and Solutions", and the Sir Ken Robinson "Imagine If..." Tribute event. The latter was a world-wide campaign in which people from around the world were invited to: reimagine wellbeing and share thoughts on how the education system could develop more intentionally; a discussion on lessons from the pandemic to capitalize on improving the education system long-term: and how we can use SEL (social-emotional learning) not only as an effective tool to rescue students and educators in a time of crisis, but as a tool to elevate their experience when there is no crisis. The MindUP panel included Goldie Hawn, Founder of MindUP, sharing thoughts on the topics, followed by Cheryl joining Dido Balla, Narita Alasali, Primary Years Program Teachers, Jordan, and David Jackson, Teacher, Author and Workshop Director, Florida in discussion of the future of wellbeing work in our schools.



FINANCE FACILITIES AND RESOURCES

The Finance, Facilities & Resources (FF&R) 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

		(Leader) Deputy Director School Services
Dirk Botha	Catholic Education Office	
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

Meetings 2021	9 March	25 May	24 August	16 November
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SCHOOL SERVICES

HUMAN RESOURCES

The Human Resources team provide integrated HR systems, policies, processes and support to Management, Principals and employees that are in line with HR operations and legislation.

Human Resources ensure that the Catholic Education Office and schools were fully informed and resourced according to their Human Resources needs.

Throughout 2021, Human Resources provided sound advice and had successful beneficial outcomes on industrial relations and employee relations policy matters.

Human Resources also assisted many schools with effective performance management advice and processes to ensure employees perform effectively in accordance with our Enterprise Agreement, requirements of the role in line with Sharers of the Vision and CENT Code of Conduct.

During 2021 Human Resources undertook a range of activities that contributed positively to the success and development of Catholic Education Northern Territory in matters relating to employment, recruitment and management of staff.

Key focus areas for the Human Resources team during 2021 were:

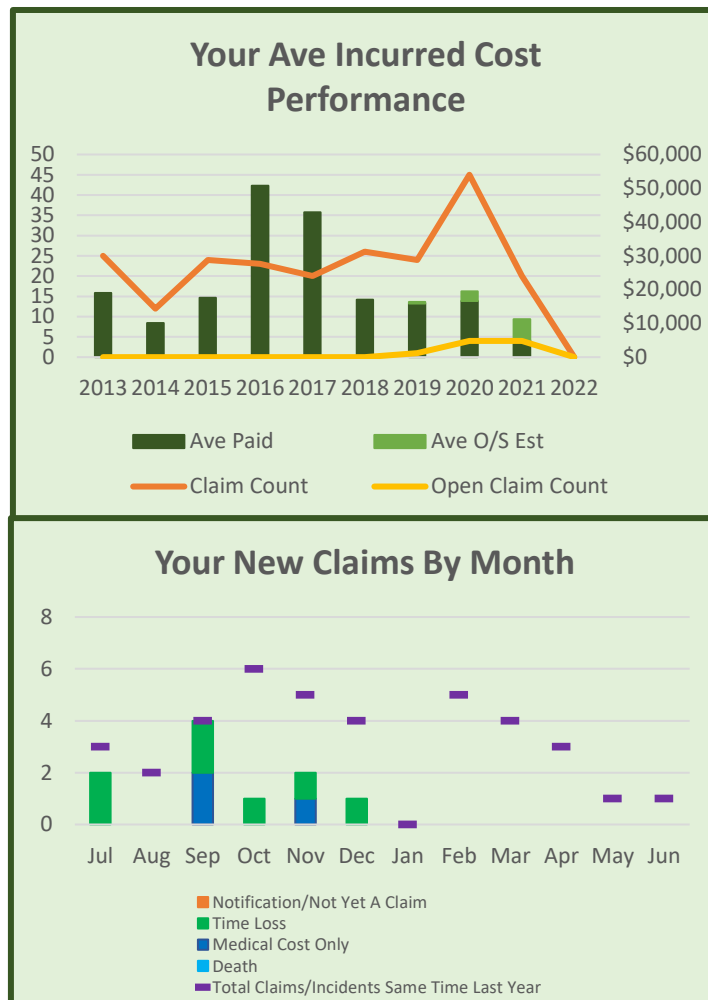
- Regular engagements between the employer and employee representatives relating to the renegotiation of the Catholic Schools Northern Territory Collective Enterprise Agreement. The negotiations are still ongoing and will be finalised in 2022.
- Establishment of a project team to develop and implement Human Resources systems in TechnologyOne HR module in 2022 that will facilitate recruitment, on-boarding, policies and procedures, reporting, learning development and record keeping.
- The adoption of Educator Impact as a formation tool to assist leaders in their personal growth and development, goal setting and formation.
- An onboarding process and handbook implemented for the Catholic Education Office (CEO) to provide new employees with a functional overview of employment conditions and practices.
- Establishing processes to ensure compliance with Casual Conversion obligations with changes to the Fair Work Act 2009. The process ensured that eligible casual employees received an offer to convert to part-time or full-time permanent employment by September 2021.
- Recruitment activity in CENT included:
 - 183 positions advertised for CENT
 - \$61,311.20 spend on advertising for CENT
 - 19 new staff appointed in 2021 at the Catholic Education Office

WHS

The following summary is a brief snap shot of the continuous improvement in ensuring the health and safety of employees, volunteers, visitors and contractors across Catholic Education.

During 2021, Catholic Education NT (CENT) made continuous improvements to Health and safety including;

- Information and documentation on safety related issues including COVID.
- Consultation and cooperation with the schools advising on risk assessments to reduce workers compensation claims and staff being injured. 2022 will see CompliSpace rolled out to schools across the NT. CompliSpace provides a comprehensive electronic risk assessment tool that is easy to use and staff don't require extensive WHS knowledge.
- Working closely with the new Catholic Insurance Darwin representative on Workers Compensation claims there has been a reduction in claims compared to previous years with "Open" claims reduced from 15 to 9 during 2021. Total 'Outstanding claim estimate' reduced from \$1.4M to \$250k and total expenditure incurred reduced from \$6.7M in 2020 to \$4.9M in 2021. View information provided by Catholic Insurance.



Working closely with the rehabilitation provider (Pro Care) on return to works programs for staff returning to work after being injured has been very successful compared to other years resulting in 18 staff reengaging with work in 2021. During 2021 muscle/tendon strain accounted for 14 injuries. There was 1 Laceration, 1 Fracture unspecified, 1 hearing injury and 1 Contusion.

During 2021 CENT drafted its first Australian Catholic Anti-Slavery Network (ACAN) – Modern Slavery Statement, key personnel attended ACAN training and schools were alerted to the requirements of ACAN resulting in a review of suppliers and CENT expectation that they comply with the requirements of the Modern Slavery Act.

CENT instigated the purchase of defibrillators for all Schools working as a collective to ensure all schools had at least one machine. CENT proactively managed safety through the WHS network meetings which occur in week 6 of each term.

ICT

SCHOOL INFORMATION SYSTEMS ROLLOUT – CIVICA EDUCATION SUITE (CES)

In partnership with Civica Education and Edval Timetabling – CENT delivered a significant new version of the Civica Education Suite application, integrated and adopted Edval timetabling and made a successful deployment to Mackillop College and St Johns College. In 2022, CENT will deploy CES to the last Maze school Our Lady of the Sacred Heart College Alice Springs in Term 3, deliver single sign on to CES, transition CES to a Software as a Service hosting model to enable future releases.

NEW SERVICES

CENT has worked diligently on establishing a range of enterprise IT services in partnership with CEnet. Identity and Access Management, Service desk, Security, Data Services/Informed Practice, Interoperability and modernising Collaboration Productivity Platform capabilities were all significantly developed. The foundational IT services will allow CENT to securely and effectively adopt further contemporary pillar services.

DATA SERVICES

Data services receives special mention due to the importance to CENT of data informed practice and significant developments in this space. CENT is in the process of adopting the “CeD3” data warehousing and business intelligence capability in partnership with CEnet. CeD3 leverages the expertise of CEnet and the experience of 17 other member diocese that have developed the platform over its lifetime and rely on it to deliver systemic, school and student insights. In 2022, CENT will continue to build the datasets available for analysis, and work with schools to inform practice and improve student outcomes.

GOOGLE WORKSPACE

A key driver for CENT improving Identity and Access Management and Single Sign on Capability was the necessity for CENT to make Google Workspace available in a central tenant for schools. CENT currently has a mixed level of technical adoption of Google Workspace, and schools are forging ahead making excellent use of the platform. CENT intends to formally adopt Google Workspace as a supported service, and assist schools to transition into the central tenant which will streamline administration, whilst still allowing schools the flexibility they need to operate on the ground. Further to Google Workspace, CENT also intends to transition from Microsoft Exchange to Google Gmail mail service – which is projected to be completed within the year.

CABLING AND NETWORKING INFRASTRUCTURE

CEO IT managed a project in partnership with our 5 Aboriginal Catholic Community Schools, A&J Communications and NEC to modernise school networks. The scope of this work was to assess and uplift school cabling infrastructure to a 15/20 year lifecycle point, and replace all active network switch/wireless equipment to a supported standard. This project was very successful, finished on time and within budget. The success of this project allowed CEO IT to use the experience gained to benefit urban schools looking to do the same work, which has delivered significant efficiency in time and costs.

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 2021, financial operations involved:

- undertaking 108 financial month-end closures and roll-overs
- paying 6,343 invoices to creditors
- processing 1,188 staff reimbursements, superannuation and taxation payments
- raising 733 debtor invoices
- processing 963 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 2021 an average payroll period involved paying 437 individuals across the supported entities.

Payroll processing involved:

- adding 464 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 236 increment increases for employees based on their individual service history
- processing leave and unauthorised absences
- processing 28 employee terminations (including resignations, retirement, etc.)
- preparing 704 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 2021, 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 2021 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.

TECHNOLOGY ONE

Achievements in 2021

- Upgraded TechOne software from 2020B to 2021A and then recently 2021B.
- Implemented the full Procure to Pay (Purchasing and Accounts Payable) in CIAnywhere to all TechOne schools and the office.
- Implemented Travel & Expense module in CIAnywhere for CEO and 3 remote schools.
- Implemented Accreditation and Licence record keeping in CIAnywhere for COVID-19 Vaccinations and others. This will include TRB's, Ochre cards and other qualifications next year.
- Migrated MacKillop to TechOne/CIA Financials and Payroll in July 2021.

What's coming up in 2022

- Migration of last 2 Maze school to TechOne for Finance and Payroll - St. John's in Semester 1 and OLSH Alice Springs in Semester 2, at this stage.
- Further roll out of Employee Self Service to remaining Urban Schools.
- Further streamlining of payroll processes across all Urban and ACC Schools.
- Setup and implementation of Purchase/Credit Card acquittals via TechOne/CIAnywhere.
- Setup and implementation of HR Recruitment, Transitions and rostering in TechOne/CIAnywhere.
- Implement new Access management Identity Vault across the CE systems.

Implement new profiles, financial delegations and access in collaboration with new Purchasing and Procurement policy.

INFRASTRUCTURE

The CEO infrastructure team commenced 2021 with the appointment of infrastructure manager Bruce McEvoy on the 16th March.

The Infrastructure team worked with schools and consultants assisting with their master planning for future projects including minor works for buildings and associated grounds.

Other areas of focus for 2021 and into 2022 are Procurement, Review of policies and procedures, asset management, building compliance and BGA applications.

Asset Management System (AMS)

The Infrastructure team has four urban schools, St Joseph Katherine and Alice Springs Campuses remaining to set up tech one asset management system.

In addition, the infrastructure team are planning to implement in 2022 is being able to place work Orders for Maintenance and create maintenance planning schedules.

2021 Projects

- The first stage of upgrading the exterior of Holy Spirit Catholic Primary school has been completed and the school looks fresh and vibrant with the new colour scheme.
- An upgrade of building 10 was completed in May at Murrupurtiyanuwu Catholic Primary School included new staff room, new kitchen, resource room, laundry and extra amenities.
- The Arrente Culture Room at Ltyentye Apurte Catholic School underwent a full external and internal refurbishment which started in November 2020 and was completed early February 2021. The classroom now reflects an appropriate culture based environment for the students to continue their Arrente language and culture learning.
- St Francis Xavier Catholic School Daly River completed an internal upgrade of one of their staff houses, which again focuses on teacher retention in our remote schools. The school also has completed the build of a Carport/ Bus shelter to accommodate the delivery of the new school bus. It also serves as a wash down area.
- Holy Family Catholic Primary School Junior Learning Hub was completed in July 2021 where four classrooms were renovated and a Cola structure added to the program for a shaded learning area.
- Sacred Heart Catholic Primary school underwent an internal refurbishment of their administration building. This included repositioning of offices, new kitchen to the staff room and upgrade of disabled facilities.

INFRASTRUCTURE PROJECTS 2021

School	Project	Status
Ltyentye Apurte Catholic School	Classroom external and internal refurbishment	Completed February 2021
Murrupurtiyanuwu Catholic Primary School Bathurst Island	Building 10 Upgrade including Staff room ,resource area and Toilets	Completed May 2021
Holy Spirit Catholic Primary School	Painting of outer external walls Entry upgrade	Completed August 2021 Completed by August 2022
OLSH Bath St Campus Alice Springs	Internal Upgrade level two classrooms	Completed September 2021
Saint Francis Xavier Catholic School Nauiyu	New Bus Shelter / Carport. Internal Renovation of house 6 staff accommodation	Completed November 2021
Sacred Heart Catholic Primary school	Internal refurbishment of administration building	Completed February 2022

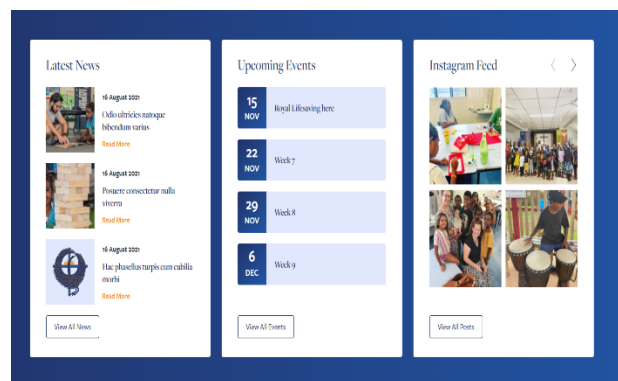
MARKETING

2021 was a busy year for media and marketing with significant improvement in a number of school websites and advertising campaigns

Marketing supported the design of the CENT Leadership framework project launched in Mid-2021. Additional activities in 2021 included the analyses and intermediation of copyright contracts for schools including, music and distribution photocopy etc.

The School Services team launched E-tech news with a specific focus on educating schools on current enhancements and projects the CEO is engaged in. E-tech news is delivered to Principals on week 10 of each term for distribution to all school staff.

Marketing supported St Francis Xavier Catholic Primary School with the redevelopment of the Website and supported St Francis of Assisi signage; fence banners; ELC branding banner; and school marketing support.



St Francis Xavier - <http://www.sfxnt.catholic.edu.au/home>

CENT MARKETING CAMPAIGNS

Marketing and Media supported all schools in a number of marketing campaigns including:

- Iconic lyric song video;
- World Teachers' Day radio promotion
- Apple for the teacher Hot100 FM campaign
- Production of new CENT Branded products (events and Orientation)
- Feature for the "Let's Go Magazine" and website
- 200 Years Catholic Education Celebration with ABC radio audio interview with Bishop Charles Gauci; SoundCloud account; website update and distribution.
- OLSH Thamarrurr Catholic College video for a recruitment campaign
- CENT system advertorials and advertisements for offline and online media (TV, Radio, Newspaper and Digital - Channel 7, Territory FM, Broadcasters (Hot 100/Mix FM), NT News, News XTend, Oracle Digital)

STRATEGY PLANNER				
1400 x 30 second per month for 12 months \$4,400 + GST per month				
 DARWIN	500 x 30 sec 6pm - 10:30pm	85 x 30 sec 6am - 10:30pm	75 x 30 sec 6am - 9am	120 x 30 sec 9am - 6pm
 7mate	450 x 30 sec	225 x 30 sec 6am - 6pm	225 x 30 sec 6pm - 10:30pm	
 7two	450 x 30 sec	225 x 30 sec 6am - 6pm	225 x 30 sec 6pm - 10:30pm	220 x 30 sec Bonus 6am - 10:30pm
WEEKLY INVESTMENT	\$1,100.00	+ \$110.00 gst	\$1,210.00 incl gst	
MONTHLY INVESTMENT	\$4,400.00	+ \$440.00 gst	\$4,840.00 incl gst	
Total 12 MONTH INVESTMENT	\$52,800.00	+ \$5,280.00 gst	\$58,080.00 incl gst	
* Creative & Production Services to be paid to subcontracted production house				

Catholic Education Office will receive:

Monthly Campaign targeting your audience – Mums, Dads, Caregivers throughout the day

Primetime Radio Placement 6am - 6pm every week of your on air campaign.

Monthly strategic meetings with your Media Sales Executive.

Share of unsold airtime when available (excluding June and December).

20% off Darwin Rate Card for advertising campaigns including Live Reads

The option of a weekday Outside Broadcast at an additional \$3000 plus GST (the value is \$3500).

1 x double up month – airtime investment will be the standard monthly investment \$3,350 plus GST, CEO will receive double the airtime in the month chosen excluding June 2021 and December 2021.

Monthly Investment \$3,350 plus GST = \$3685 x 12 months = \$44,220 Inc. GST



Monthly Summary:

Month Ending	Year	Spot Count	Spots Amount	Discount	Net Amount
1041 Territory FM					
December	2020	94	2,000.00	0.00	2,000.00
January	2021	94	2,000.00	0.00	2,000.00
February	2021	94	2,000.00	0.00	2,000.00
March	2021	94	2,000.00	0.00	2,000.00
April	2021	94	2,000.00	0.00	2,000.00
May	2021	94	2,000.00	0.00	2,000.00
Total for 1041 Territory FM		564	12,000.00	0.00	12,000.00
Total		564	12,000.00	0.00	12,000.00

WE ARE CATHOLIC EDUCATION IN THE NORTHERN TERRITORY
A network of schools that create a lifetime of connections

Enrolments are now open, with interviews available face to face, or via phone or skype. Join us in 2022.

WE HAVE FAITH IN THEIR FUTURE

EARLY LEARNING | PRIMARY | SECONDARY | BOARDING

www.ceont.catholic.edu.au

SCHOOLS UNITED IN SHARED EDUCATION FACILITIES IN ZUCCOLI

Catholic Education NT (CENT) working in partnership with Department of Education (DE) participated in the opening of the shared education facilities in Zuccoli on Monday 1st of February. The new facilities include a purpose built classroom building, a purpose built kitchen, a purpose built music room, a purpose built science lab, a purpose built drama room, a purpose built hall, a purpose built stage and a purpose built outdoor area.

The leadership of both schools are working closely to ensure a strong working relationship between the two school systems. The joint shared facilities offer tremendous opportunity to Mother Teresa Catholic Primary School students.

Principal of Mother Teresa, Shaun Johnson stated during the opening: "Today is a special occasion for Education in the Northern Territory as today marks the beginning of an ongoing opportunity for students fortunate enough to be attending Mother Teresa Catholic Primary and Zuccoli Primary. This partnership is one of great significance, between the Education department and Catholic education delivering facilities that are the envy of many others. The opportunities for our students are limited only by our imagination and the pedagogical choices we make. These facilities and the shared approach means that we are one community, neighbours, friends, colleagues and in some cases family, regardless of the educational choices we make."

Mother Teresa Parent, Ms Kate Lohr stated that: "Both of my daughters are really excited to use the new shared facilities and what a great opportunity this is for them."

Greg O'Mullane, Director of Catholic Education NT congratulated Zuccoli Primary School on completion of Stage 2 of their school and stated that: "Today's opening of Stage 2 also included the opening of the shared facilities that will be used by Mother Teresa Catholic Primary School and Zuccoli Primary School. This creates a project that began in late 2016 for the Catholic system when we announced that construction had begun on Mother Teresa Catholic Primary school. The completion of the shared facilities represents an opportunity for both schools to build a great working relationship into the future. We acknowledge and thank the Northern Territory Government for their financial commitment to these shared facilities."

For more information visit www.mtceont.catholic.edu.au

A network of schools that create a lifetime of connections

EARLY LEARNING | PRIMARY | SECONDARY | BOARDING | www.ceont.catholic.edu.au

ENROL NOW FOR 2022

St John's Catholic College is a safe, connected, learning community for local, boarding and international students. We strive for excellence and ensure the holistic development of each student through a balanced approach to faith, academic, sporting and cultural activities.

- A place of welcome and belonging inspired by Gospel values
- A culturally diverse community within a small school environment
- A vertical pastoral care program supporting students' wellbeing and learning
- Smaller class sizes (Years 7 - 12) delivered by specialist teachers
- A range of subjects with students involved in the elective program from Year 7
- Access to Stage 1 subjects and Vocational Education and Training courses from Year 10
- 100% completion rate of the NTCE (2017, 2018, 2019 & 2020)
- Careers counselling and pathways into Australian Universities
- The Learning Nest, an after school homework centre, Monday to Friday 3:30pm - 5:00pm

TOURS ARE WELCOME
Please book your tour with Ms Ann-Maree Christianson
ann-maree.christianson@nt.catholic.edu.au

A CO-EDUCATIONAL DAY, BOARDING AND INTERNATIONAL COLLEGE
YEARS 7 - 12

10 - 54 SALONIKA STREET, THE GARDENS | LMB 13, DARWIN NT 0801
10 - 54 SALONIKA STREET, THE GARDENS | LMB 13, DARWIN NT 0801
ST JOHN'S CATHOLIC COLLEGE
CICROS PROVIDOR NO. 10446K

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- Careers counselling and pathways into Australian Universities
- The Learning Nest, an after school homework centre, Monday to Friday 3:30pm - 5:00pm

STRONG IN FAITH, EDUCATION AND TRADITION
A CO-EDUCATIONAL DAY, BOARDING AND INTERNATIONAL COLLEGE
YEARS 7 - 12

08 8982 2222
10 - 54 SALONIKA STREET, THE GARDENS | LMB 13, DARWIN NT 0801
ADMIN.STJOHNS@NT.CATHOLIC.EDU.AU
STJOHNSNT.CATHOLIC.EDU.AU
CICROS NO. 00446K

ENROL NOW FOR 2022

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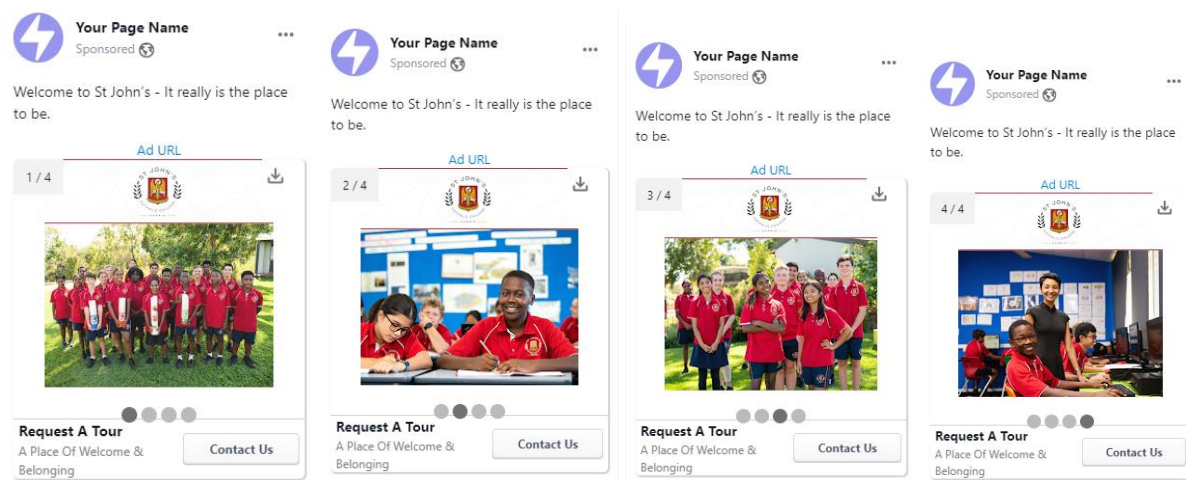
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- A culturally diverse community within a small school environment
- A vertical pastoral care program supporting students' wellbeing and learning
- Smaller class sizes (Years 7 - 12) delivered by specialist teachers
- A range of subjects with students involved in the elective program from Year 7
- Access to Stage 1 subjects and Vocational Education and Training courses from Year 10
- 100% completion rate of the NTCE (2017, 2018, 2019 & 2020)
- Careers counselling and pathways into Australian Universities
- The Learning Nest, an after school homework centre, Monday to Friday 3:30pm - 5:00pm

TOURS ARE WELCOME
Please book your tour with Ms Ann-Maree Christianson
ann-maree.christianson@nt.catholic.edu.au

A CO-EDUCATIONAL DAY, BOARDING AND INTERNATIONAL COLLEGE
YEARS 7 - 12

08 8982 2222
10 - 54 SALONIKA STREET, THE GARDENS | LMB 13, DARWIN NT 0801
ADMIN.STJOHNS@NT.CATHOLIC.EDU.AU
STJOHNSNT.CATHOLIC.EDU.AU
CICROS PROVIDOR NO. 10446K

St John's Open Day and marketing campaign (TV, radio, print and digital)



Goo Graduates program campaign including NT News media coverage and Katherine Times article





My First Year feature on NT News

WE ARE CATHOLIC EDUCATION IN THE NORTHERN TERRITORY AND WE HAVE FAITH IN THEIR FUTURE
A network of schools that create a lifetime of connections

Building a Strong Foundation
Catholic Education and Care Services proudly create a foundation for life collaboratively with children, families, staff and the community.

For more information on our Early Learning Centres and Outside School Hours Care services visit www.ceont.catholic.edu.au

EARLY LEARNING | PRIMARY | SECONDARY | BOARDING | www.ceont.catholic.edu.au

Australian Catholics magazine editorial and advertisement – NCEC

Sr. Anne Gardiner launch speech

There is an age-old saying: There is no future without a past. I guess the founding Daughters of Our Lady of the Sacred Heart here at St Mary's School, in 1908, had little time to think of the future for they would have used their young precious lives to instruct, care for and encourage those young lives entrusted to them.

So today in the words of St John Paul II we here at St Mary's School, "recall the past with gratitude, live the present with enthusiasm, and look to the future with confidence."

You will see photos showing us just what the first Catholic School in Darwin looked like. We could compare it to a start. Not it was in this humble beginning, very much like the Stable at Bethlehem that these sisters sowed the seed of the present Catholic School system here in the NT.

Little did the five courageous sisters think as they landed at the old what was a store for them. The Government of the day erected a plaque in memory of this event during the Centenary of the C.S.S. presence here in the NT 1908...2008. These were valiant women and I salute them.

So many precious people of Darwin's yesterday were educated here, either at St Joseph's Primary School as it was first called and then from 1957 at St Mary's as we all refer to it now.

St Mary's, our first Catholic School in this great top end of Australia, welcomed and still welcomes children of all races and creeds. This surely proves that the motto down here 113 years ago, "May the Sacred Heart of Jesus be everywhere" (and) still rings clearly in the heart and homes of our past and present students.

Sr Anne with Mikalim Tumbuli

The Centennial and School's 100th. Photo Acknowledgement Library & Archives NT.

To the teachers of today, in this our new normal way of living, I congratulate you. I urge you to ponder today on the past and I send where I commenced. "There can be no future, without a past" and I ask you to instill into the hearts and minds of your students, that challenging line from Mary Queen's poem "What are you going to do with your one wild precious life?"

You what did those five dedicated young C.S.S. Sisters bring to the NT. They came and gave, who they were, their young precious lives, filled with the love of Jesus for the families and students of Darwin. To all teachers of today, here in the Northern Territory, I chosen to be part of the Catholic School System?

God bless you all and keep a twinkle in your wrinkles. ✨

✨ Sr Anne Gardiner
Senior Australian of the Year 2017

WE ARE CATHOLIC EDUCATION IN THE NORTHERN TERRITORY
A network of schools that create a lifetime of connections

Embrace with care into open, with intention, available for us to help, or via phone or skype. Join us in 2022.

WE HAVE FAITH IN THEIR FUTURE

EARLY LEARNING | PRIMARY | SECONDARY | BOARDING | www.ceont.catholic.edu.au

Relocation North Editorial on NT News

Helping community keep FAITH

Catholic Education is always in the heart of the community, working to ensure that the faith of our students is a source of strength and inspiration. We are committed to providing a safe and secure environment for our students, where they can learn and grow in their faith.

Our schools are places of opportunity, where students can learn and grow in their faith. We are committed to providing a safe and secure environment for our students, where they can learn and grow in their faith.

WE ARE CATHOLIC EDUCATION IN THE NORTHERN TERRITORY AND WE HAVE FAITH IN THEIR FUTURE

Our schools are places of opportunity, where students can learn and grow in their faith. We are committed to providing a safe and secure environment for our students, where they can learn and grow in their faith.

A network of schools that create a lifetime of connections

EARLY LEARNING | PRIMARY | SECONDARY | BOARDING | www.ceont.catholic.edu.au

EVENTS AND CONFERENCES

2021 Northern Territory Children's Learning & Development Conference

The Conference is the largest gathering in the Northern Territory of thought leaders, educators, teachers, academics, health professionals, policymakers, and other critically important practitioners and contributors to childhood learning and development.

The 2021 Little People, Big Dreams Conference had enrolment enquiries on the day for St Mary's, St Paul's, St Joseph's, Sacred Heart, O'Loughlin and general urban secondary schools.



NORTHERN TERRITORY BLOCK GRANT AUTHORITY (NT BGA)

During 2021 6 (six) BGA grants were awarded to CENT schools to commence work during 2022. All projects are supported by the CEO infrastructure team ensuring procurement and compliance requirements are met.

Applications Approved for 2021

School	Grant (\$)	Project Description
Ltyentye Apurte Catholic School	\$180,110.00	<ul style="list-style-type: none"> Refurbishment of teacher accommodation
St Paul's Catholic Primary School	\$216,326.00 \$86,861.00	<ul style="list-style-type: none"> Upgrade student amenities area Installation of a fire alert system.
O'Loughlin Catholic College	\$325,000.00	<ul style="list-style-type: none"> Upgrade of main carpark and drop off zone.
St John's Catholic College	\$95,799.00	<ul style="list-style-type: none"> Consolidation project to safeguard and renovate an existing structure to relocate the library and art and design building.

SCHOOL ENROLMENTS 2021

	Primary	Secondary	Total
St Mary's Catholic Primary School	183		183
St Paul's Catholic Primary School	195		195
Holy Spirit Catholic Primary School	239		239
Holy Family Catholic Primary School	260		260
Sacred Heart Catholic Primary School	172		172
St Francis of Assisi Catholic Primary School	85		85
Mother Teresa Catholic Primary School	226		226
St John's Catholic College		208	208
O'Loughlin Catholic College		588	588
MacKillop Catholic College		751	751
St Joseph's Catholic College	104	140	244
Our Lady of the Sacred Heart Catholic College	370	350	720
St Joseph's Catholic Flexible Learning Centre		65	65
Xavier Catholic College		93	93
Murrupurtiyanuwu Catholic Primary School	177		177
St Francis Xavier Catholic School	50	26	76
Ltyentye Apurte Catholic School	100	29	129
Our Lady of the Sacred Heart Thamarrurr Catholic College	297	144	441
Total	2458	2394	4852

ENROLMENT TRENDS 2010-2021

Primary				Secondary		
Year	Boys	Girls	Total	Boys	Girls	Total
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
2021	1228	1229	2458	1215	1179	2394

ENROLMENT TYPE 2020-2021

2020				2021		
	Boys	Girls	Total	Boys	Girls	Total
Urban						
Primary	872	891	1763	912	921	1834
Secondary	1088	1017	2105	1063	1039	2102
Total	1960	1908	3868	1975	1960	3936

2020				2021		
	Boys	Girls	Total	Boys	Girls	Total
ACCS						
Primary	297	325	622	316	308	624
Secondary	162	138	300	152	140	292
Total	459	463	922	468	448	916

INDIGENOUS ENROLMENTS 2010-2021

Year	Urban		ACCS		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2021	289	424	612	291	901	715

ST JOHN'S CATHOLIC COLLEGE BOARDING STUDENTS 2010-2021

Year	Students
2010	175
2011	183
2012	177
2013	173
2014	143
2015	120
2016	87
2017	83
2018	74
2019	74
2020	59
2021	64

PRINCIPALS 2010-2021

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Religious Male	1	1	1	2	2	2	2	2	1	1	0	0
Religious Female	-	-	-	-	-	-	-	-	-	-	-	0
Lay Male	4	6	7.5	11	10	5.5	6	8	7	7	8	8

Lay Female	10	8	8.5	4	5	9.5	9	7	10	10	10	10
Total	15	15	17	17	17	17	17	17	18	18	18	18

TEACHER STAFFING 2010-2021

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Primary	183	180	184	187	198	191	188	193	195	188	175	181
Secondary	179	170	160	196	199	216	220	218	245	223	212	222
Total	362	350	353	383	397	407	408	411	440	411	387	421
Religious	1	3	3	3	4	4	4	2	4	4	9	3
Lay	361	347	350	380	393	411	412	413	436	407	383	418

FINANCIAL STATISTICS – 2021

COMMONWEALTH GENERAL RECURRENT GRANTS Statement of income and expenditure For the year ended 31 December 2021 (Figures in \$)		
Income		
Australian Government Grants		94,444,204
Expenditure		
Grants to schools	80,251,275	
System level support	12,358,501	
System administration	1,834,428	

COMMONWEALTH TARGETED PROGRAMS Statement of income and expenditure For the year ended 31 December 2021 (Figures in \$)		
Income		
Australian Government Grants		4,707,873
Expenditure		
Grants to schools	2,582,250	
System level support	971,093	
System administration	335,365	
Unexpended grant	819,165	

NORTHERN TERRITORY GOVERNMENT PER CAPITA GRANTS
Statement of income and expenditure
For the year ended 31 December 2021

(Figures in \$)

Income

Northern Territory Government Grants		14,730,857
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Expenditure

Grants to schools	13,919,203	
System level support	522,496	
System administration	289,158	

NORTHERN TERRITORY GOVERNMENT OTHER PROGRAMS
Statement of income and expenditure
For the year ended 31 December 2021

(Figures in \$)

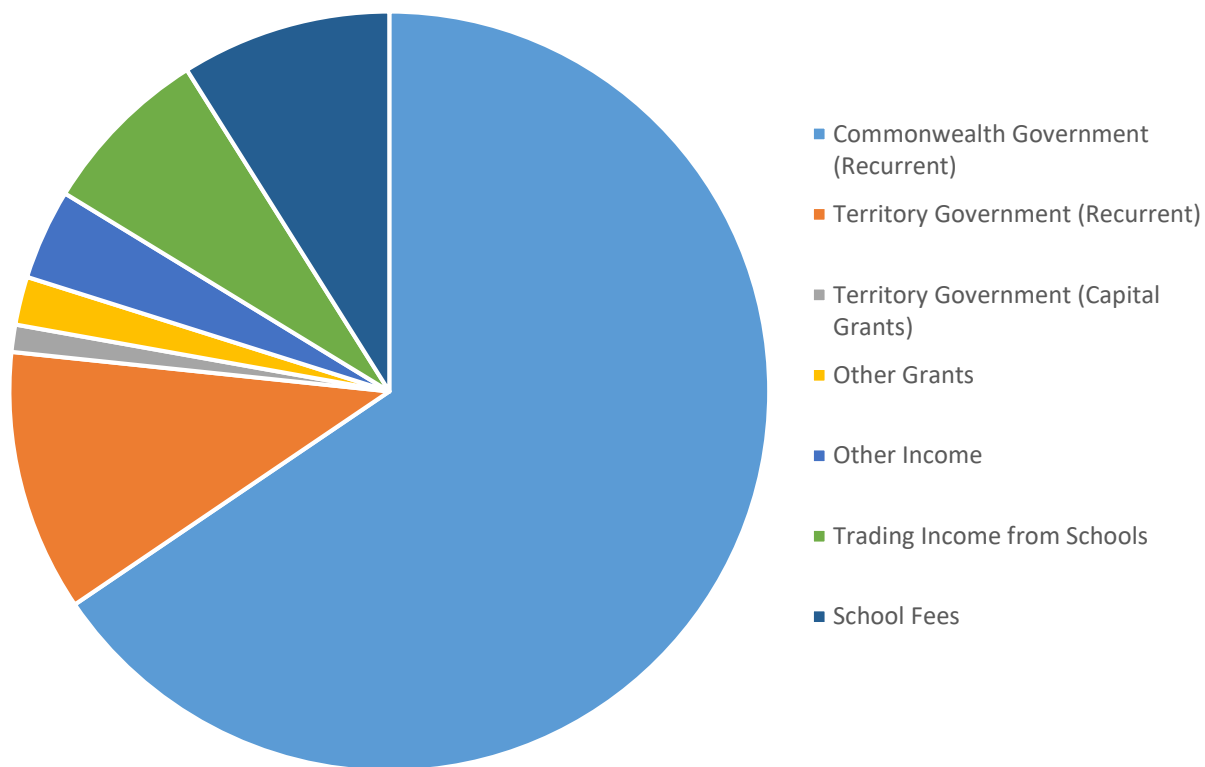
Income

Northern Territory Government Grants		4,304,749
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Expenditure

Grants to schools	4,231,760	
System level support	21,350	
System administration	33,680	
Unexpended	17,959	

Income



ACRONYMS

AAMT	Australian Association of Mathematics Teachers
AC	Australian Curriculum
ACAN	Australian Catholic Anti-Slavery Network
ACARA	Australian Curriculum Assessment and Reporting Authority
ACCS	Aboriginal Catholic Community Schools
ACECQA	Australian Children's Education and Care Quality Authority
ACER	Australian Council for Educational Research
ACPPA	Australian Catholic Primary Principals' Association
ACU	Australian Catholic University
ADHD	Attention Deficit Hyperactivity Disorder
AE	Aboriginal English
AEC	Australian Electoral Commission
AEDC	Australian Early Development Census
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
AS	Alice Springs
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
CLO	Catholic Learning Online
CMC	Chronic Medical Condition
CMT	Christian Ministry and Theology
COL	Community of Learners
COP26	Conference Of Parties 26
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
ESIT	Educational System Improvement Tool
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
ICLT	Information & Communication and Learning Technology
ICT	Information & Communication Technology
IEU - QNT	Independent Education Union – Queensland and Northern Territory
IEW	Indigenous Education Worker
IFE	Institute of Faith Education
ILC	Indigenous Languages and Culture
IR	Industrial Relations
ISA	Inclusion Support Assistant
ISAC NT	Industry Skills Advisory Council NT
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
MTANT	Mathematics Teachers Association of the NT
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
NET	National Evangelization Team
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
NTOEC	Northern Territory Open Education Centre
NTRAI	Northern Territory Remote Aboriginal Investment
NTREAL	Northern Territory Resilient, Engaging, Accessible Learning through Relationships
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
PATM	Progressive Achievement Tests Mathematics
PCWB	Pastoral Care and Well Being
PD	Professional Development
PETAA	Primary English Teacher's Association Australia
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
SImP	School Improvement Plan
SInP	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
STEM	Science, Technology, Engineering and Mathematics
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	Naiyu (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)



Faith in their future

