



**Catholic Education**  
NORTHERN TERRITORY

**2022**

# 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 2022.

The Australian Government's commitment to funding non-government schools has provided Catholic Education in the Northern Territory (CENT) choice and affordability for parents for the next 6 years with our schools now having transitioned to the Direct Measure of Income (DMI) for their funding arrangements. Catholic Education Northern Territory also acknowledges the additional funding support we are receiving from the Australian Government through The Non-Government School Reform Fund (NGSRF) that contributes to the success to the success of agreed activities.

The Catholic Education Office (CEO) continues to focus on the Key Areas of the Strategic Plan now in its final year, 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 office and the Council have also worked closely together in finalising the new system strategic plan 'Towards 2026 – Excellence, Equity and Fullness of Life for all'.


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.

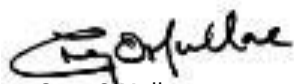
The CEO continues to represent NT Catholic Schools in its liaison with the Australian and Northern Territory Governments on a range of important issues such as school funding, support for special needs students, student wellbeing, boarding facilities, capital subsidy, development of new sites and building 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 last year, the Council has participated in a review of its structure and operation lead by Greg Crafter. In Semester 2, 2022, a newly endorsed model was implemented, with the Bishop appointing new members to the Council supporting those 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

# 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.

| <b>President</b>                               |  |
|--|--|
| Bishop Charles Gauci                           |  |
| <b>Executive Officers</b>                      |  |
| Mr David Reilly                                | Chair / Community Member                       |
| Br Tony Caddy FMS                              | Deputy Chair                                   |
| Mr Greg O'Mullane                              | Director of Catholic Education NT / Ex Officio |
| <b>Ordinary Members representing Deaneries</b> |  |
| Fr Malcolm Fyfe, MSC                           | Vicar General & Chancellor                     |
| Mr Cameron Hughes                              | Principals' Representative                     |
| Fr Leo Wearden, MSC PP                         | Priest Representative                          |
| Mr Anthony Burton                              | Parent Representative                          |
| Ms Lorraine King                               | Parent Representative                          |
| Mr Peter Caldwell                              | Community Member                               |
| Dr Nicole Johnson                              | Community Member                               |
| Ms Stacey Parker                               | Indigenous Representative                      |
| <b>Ex Officio</b>                              |  |
| Mr Greg O'Mullane                              | Director of Catholic Education NT              |
| Mrs Jacqui Langdon                             | Deputy Director Teaching & Learning            |
| Mr Dirk Botha                                  | Deputy Director School Services                |
| Sr Catherine Mead                              | Leader of Catholic Identity                    |
| Mr Shane Donohue                               | Principals' Consultant                         |

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

- 3 March 2022
- 24 May 2022
- 30 August 2022
- 21 November 2022

The Catholic Education Council met once each term on:

- 22 March 2022
- 17 June 2022
- 16 September 2022
- 02 December 2022

## FOCUS DISCUSSIONS

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

1. CENT Strategic Plan 2023 - 2025
2. Pastoral Care Framework
3. 2021 CENT Data Literacy project
4. Selena Fisk and CDE3 platform
5. Aboriginal & Torres Strait Islander (ATSI) - language, culture and perspectives Policy
6. Greg Crafter's CEC review
7. CEC Constitution
8. CEC Terms of Reference
9. Teaching and Learning Framework
10. School Services Framework

## COUNCIL STANDING COMMITTEES – 2022

Five Standing Committees reported to the Council on the 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     |
| Pastoral Care & Wellbeing (PCWB)       | Shane Donohue      | Leader of Catholic Identity         |

## CATHOLIC IDENTITY STANDING COMMITTEE

The Catholic Identity Standing Committee is responsible for advising the Council on policy development, rep Religious Education and curriculum programmes and making recommendations in relation to Catholic Identity, Mission and Faith Formation.

### Membership

|                        |                                       |  |
|------------------------|---------------------------------------|--|
| Sr Catherine Mead      | Catholic Education Office             | Leader Catholic Identity and Mission                 |
| David Reilly           | CEC Member                            | CEC Member (via phone)                               |
| Robyn Craig            | Catholic Education Office             | EO Religious Education                               |
| Denise Simon           | St John's Catholic College            | Staff Representative                                 |
| Clalia Mar             | Diocesan representative / Parent      | Professional expertise - Diocesan representative     |
| Deacon Tony Cunningham | Diocesan Representative               | Professional expertise<br>Deacon (resigned Feb 2022) |
| Reuben Johnson         | Mother Teresa Catholic Primary School | Principal Representative<br>(Replaced 2022)          |
| Justin Colley          | Ltyente Apurte Catholic School        | ACCS Principal Representative                        |
| Lucas Hurley           | MacKillop Catholic College            | Principal Representative                             |

|                      |             |        |           |             |
|----------------------|-------------|--------|-----------|-------------|
| <b>Meetings 2022</b> | 02 February | 18 May | 17 August | 22 November |
|----------------------|-------------|--------|-----------|-------------|



## 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                 |
| Margie Talbot     | Mother Teresa Catholic Primary School | Professional expertise                     |
| Nicholas Jack     | O'Loughlin Catholic College           | Professional expertise                     |
| Stephen Versteegh | O'Loughlin Catholic College           | Professional expertise                     |

|                      |             |        |           |             |
|----------------------|-------------|--------|-----------|-------------|
| <b>Meetings 2022</b> | 28 February | 23 May | 29 August | 21 November |
|----------------------|-------------|--------|-----------|-------------|

## 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               |

|                      |             |        |           |            |
|----------------------|-------------|--------|-----------|------------|
| <b>Meetings 2022</b> | 23 February | 11 May | 10 August | 2 November |
|----------------------|-------------|--------|-----------|------------|

## 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                  |
| Cameron Hughes | St John's Catholic College    | Principals' representative               |
| Dan Ryan       | Darwin Diocesan Office        | Darwin Diocesan Development Fund         |

|                      |          |        |           |             |
|----------------------|----------|--------|-----------|-------------|
| <b>Meetings 2022</b> | 15 March | 1 June | 24 August | 22 November |
|----------------------|----------|--------|-----------|-------------|



## PASTORAL CARE & WELLBEING STANDING COMMITTEE

The Pastoral Care and Wellbeing 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

|                      |                                       |                                 |
|----------------------|---------------------------------------|---------------------------------|
| Shane Donohue        | Catholic Education Office             | (Leader) Principals' Consultant |
| Christine Sutherland | Catholic Education Office             | PCWB Coordinator                |
| Caroline Evans       | Catholic Education Office             | Professional expertise          |
| Lorraine King        | Catholic Education Council NT         | Parent                          |
| Christine Smith      | Catholic Education Office             | Professional expertise          |
| Reuben Johnson       | Mother Teresa Catholic Primary School | Principal                       |
| Sinead Walsh         | St Mary's Catholic Primary School     | Teacher                         |
| Anne-Maree Fewtrell  | Xavier Catholic College               | Deputy Principal                |
| Sunniva Antonucci    | St Joseph's Catholic College          | Principal                       |
| Lisa LeGros          | Catholic Education Office             | Professional expertise          |

|                      |             |        |           |            |
|----------------------|-------------|--------|-----------|------------|
| <b>Meetings 2022</b> | 16 February | 04 May | 03 August | 26 October |
|----------------------|-------------|--------|-----------|------------|



# 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 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

Inspired by the Gospel of Jesus Christ, we commit to educational excellence, equity and fullness of life for all.

## OUR MISSION

Through servant leadership, we witness Gospel values in a faith community; integrating life and learning in a culture of care, collaboration and excellence.

## OUR VALUES

Wisdom, Justice, Courage, Compassion and Love: - Wisdom leads to Justice which is expressed in Courage, Compassion and Love.





## CATHOLIC IDENTITY

The Catholic Identity Standing Committee is responsible for advising the Council on policy development, rep Religious Education and curriculum programmes and making recommendations in relation to Catholic Identity, Mission and Faith Formation.

### Membership

|                        |                                       |  |
|------------------------|---------------------------------------|--|
| Sr Catherine Mead      | Catholic Education Office             | Leader Catholic Identity and Mission                 |
| David Reilly           | CEC Member                            | CEC Member (via phone)                               |
| Robyn Craig            | Catholic Education Office             | EO Religious Education                               |
| Denise Simon           | St John's Catholic College            | Staff Representative                                 |
| Clalia Mar             | Diocesan representative / Parent      | Professional expertise - Diocesan representative     |
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|                      |             |        |           |             |
|----------------------|-------------|--------|-----------|-------------|
| <b>Meetings 2022</b> | 02 February | 18 May | 17 August | 22 November |
|----------------------|-------------|--------|-----------|-------------|

## RELIGIOUS EDUCATION

### JOURNEY IN FAITH CURRICULUM TRANSITION – YEAR 10

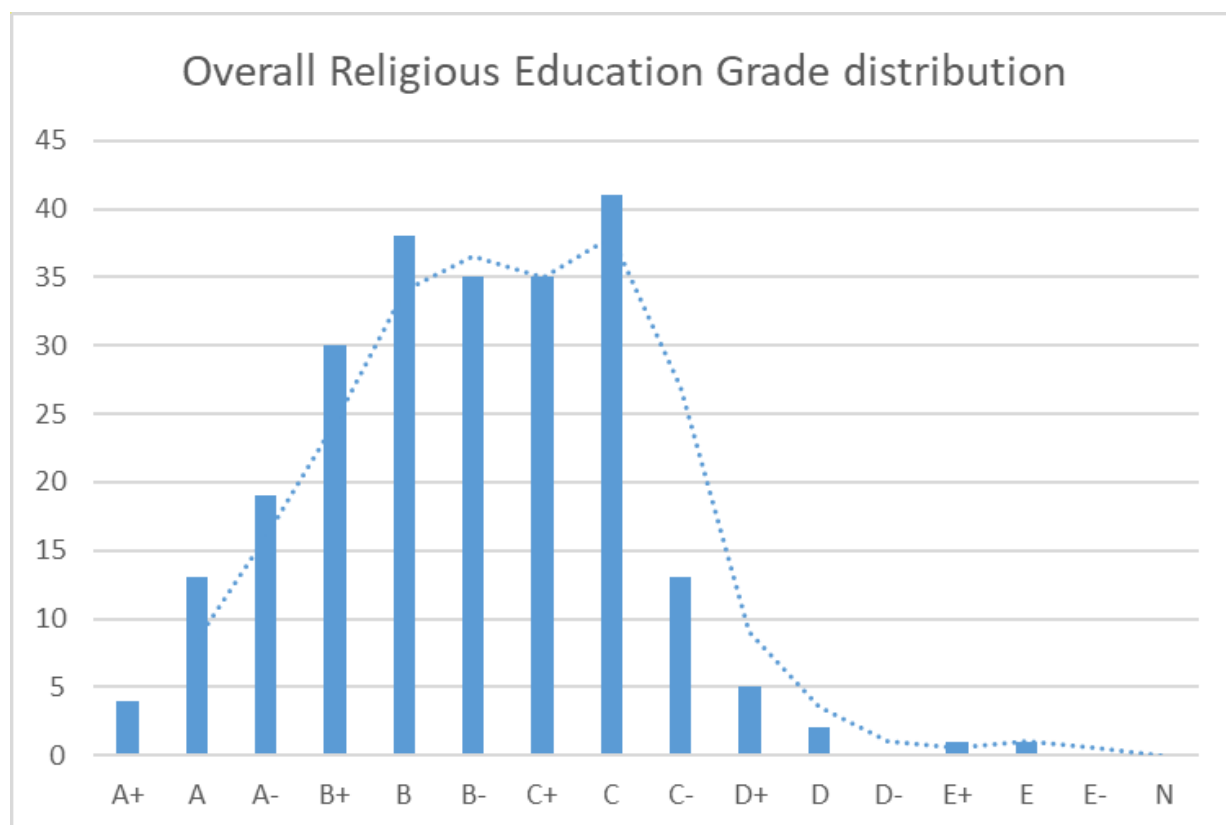
The Journey in Faith curriculum continues to be the mandated Religious Education Curriculum in urban Catholic schools in the Northern Territory for Transition – Year 10 students. Assistant Principal Religious Education leaders and coordinators were provided with resources to break open and form staff 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. The made in the image of God Human Sexuality Curriculum was taught in urban and regional schools in Term 3.

### 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: Integrated Learning Religious Education, Society and Culture RE and the new Spiritualities, Religion and Meaning course, offered for the first time at Stage 1 and Stage 2.

The combined grades gained across schools for students studying courses in Religious Education in the four schools in urban Darwin and Alice Springs is depicted in Figure 1. It is pleasing to note that a number of students achieved excellent and very good results in gaining A+ through to C+, while the average tended to achieve a grade of C; the results certainly indicate growth in the A-C grades for the majority of students.

*Figure 1: Grade Distribution for all Religious Education Courses studied at Stage 2 2022*





## **CERTIFICATE III IN CHRISTIAN MINISTRY**

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 2022 two schools continued to deliver CMT as their Year 10 -12 Religious Education Program. The course is made up of four modules Community, The Story, Choices and The Edge.

The Certificate III Christian Ministry and Theology course from the Institute of Faith Education in Brisbane was delivered at Xavier Catholic College, Bathurst Island and St Joseph's College, Katherine. The decision to cease the delivery of the CMT course at the conclusion of 2022 was made in the light of the needs of students and allocation of resources.

Xavier Catholic College at Wurrumiyanga had three students complete Certificate III in Christian Ministry in 2022. A further three Year 11 students completed one module towards the Certificate III in Christian Ministry Theology.

At St Joseph's College, Katherine, eleven students completed the Certificate III in Christian, Ministry and Theology. Thirteen students received a Certificate of Attainment for partial compilation towards a Certificate III.

## **ASSISTANT PRINCIPALS RELIGIOUS EDUCATION NETWORK**

The Assistant Principal Religious Education Network met four times during 2022, 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 two leaders have a Masters of Theology, Religious Education and/ or leadership, while eight leaders are working towards completion of either a Graduate Certificate in Religious Education and / or Master's degree.

Members of the APRE urban network participated in sharing good practice in professional learning topics within the network during 2022:

Term 1: Professional Dialogue: "How do we evangelise a tsunami of modern seekers?"

Bishop Mark Edwards OMI DD.

Developing the capacity of teachers of Religious Education.

Term 2: Professional Dialogue: CENT Vision, Mission and Values 2022-2026 consultation

Accessing data to inform and evaluate Religious Education

Term 3: Reflection Day for APREs / REC co-facilitated by the CALT team on the theme: Listening with the Ear of the Heart.

Term 4: Moderation Process in the Journey in Faith Curriculum and reviewing and evaluating MITIOG Human Sexuality Curriculum.

## ABORIGINAL CATHOLIC COMMUNITY SCHOOLS NETWORK

The Aboriginal Catholic School Communities (ACCS) form a network comprising both local and non-local leaders and teachers.

One community has a leader with a Masters of Theology, Leadership and Religious Education, two Coordinators (REC) 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 8 Ways. 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: Developing Scope and Sequence in Religious Education- Journey in Faith and integration of culturally responsive pedagogies in RE.

Term 2: Developing Scope and Sequence in Religious Education. Culturally Responsive Pedagogies in Religious Education, meeting the Learner In context - preparing for the NCEC COnference - The Future is Listening.

Term 3: Facilitation of APRE / REC Reflection Day at Nungalingya

Term 4: Incorporating Indigenous Languages and Culture scope and sequence with the ACCS Religious Education Curriculum

## FAITH FORMATION

### DIOCESAN LEADERS CONFERENCE: LISTENING WITH THE EAR OF THE HEART : Co-RESPONSIBILITY IN MISSION

The Diocese of Darwin Leadership Conference held in July took place in the wake of the Plenary Council held in Sydney in July 2022. The theme *Listening with the Ear of the Heart: Co-responsibility in Mission* was facilitated by Audrey Brown who had been a facilitator of communal discernment at the Plenary Council. The executive leadership team from Catholic Education with leaders from schools joined with diocesan leaders and clergy to reflect and engage in spiritual conversations on the theme of Co-Responsibility for Mission. The Australian Catholic Bishops Conference (ACBC) and Congregational Religious Australia (CRA) document *The Light from the Southern Cross : Promoting Co-responsible Governance in the Catholic Church in Australia*, formed the basis of discernment and discussion in light of the lived experience of the leaders present.

### SCHOOL BASED CATHOLIC IDENTITY FORMATION

All CENT schools participated in their local annual Catholic Identity and Mission formation day in 2022. Experiences and programs based on Eco-Spirituality; Charism, Mission and Heart Spirituality; Prayer and Liturgy; Catholic Tradition; Laudato Si' : What kind of world do we want to leave to those who come after us?'; Catholic Social Justice Outreach, Life Giving Water- Restoration at the Well were led by school leaders with some external facilitation.

### LEADERSHIP FORMATION

CENT Executive, Principals and Deputy Principals participated in a time of reflection in August based on the theme: *Community of Creation – Leaning into Eco-Spirituality*. The Executive and Principals reflection included a session on appreciative enquiry to enable participants to share in creating communities of transformation. Jacqui Remond (ACU Ambassador for Laudato Si' and member of the Dicastery for Human Development and integral Ecology) co-facilitated the process for the CENT executive and Principals'.

### PROFESSIONAL LEARNING

The Formation for Mission (Accreditation Policy) was implemented in 2022. The policy includes four levels of Accreditation to enable teachers to participate at various times of their professional journey.

GRADUATE STUDIES IN RELIGIOUS EDUCATION (Accreditation C: To teach Religious Education in CENT)

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 2022. The intensive courses: THEO801: Foundations for Religious Education was attended by seven participants in January 2022.

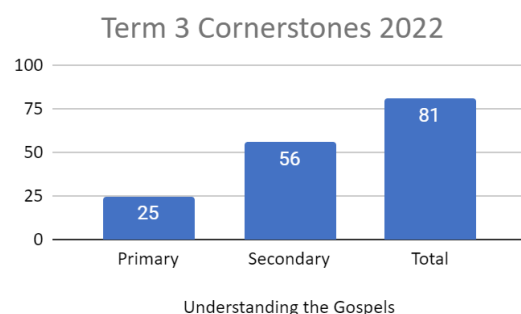
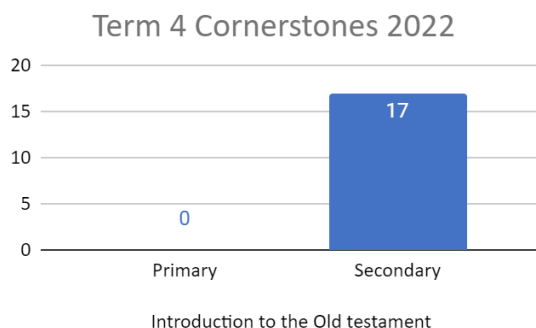
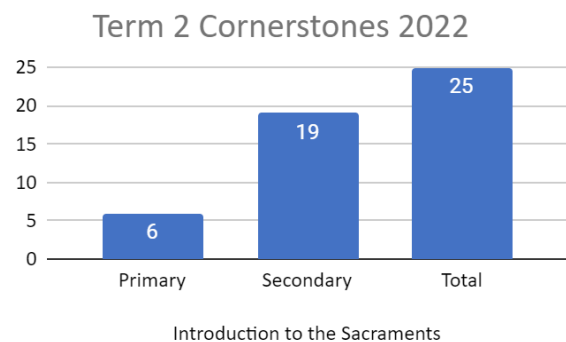
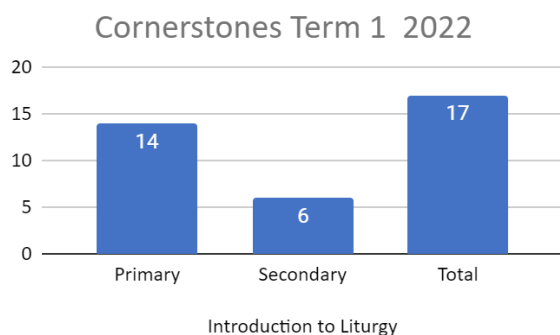
REDU 915: Godly Play was attended by nine participants in June 2022.

## **CORNERSTONES PROGRAM (ACCREDITATION B TO TEACH IN A CATHOLIC SCHOOL)**

Catholic Education in collaboration with the Australian Institute of Theological Education enabled staff members to participate in the Cornerstones Program, also offered to Towwoomba and Townsville Diocese'.

Each unit of 8 hours duration is provided online for staff groups or individuals to access. Staff members are required to complete a 500 word reflection at the close of each session to outline their learning and application to their personal and professional formation. The topics in 2022 included: Introduction to liturgy (Term 1); Introduction to sacraments (term 2); Understanding the gospels (Term 3); Old Testament (Term 4)

The data below indicates an increase in the number of secondary staff members undertaking formation, particularly those staff members who are not teaching Religious Education.



## MASTERS OF LEADERSHIP/ THEOLOGY / EDUCATION: ACCREDITATION D TO LEAD IN A CATHOLIC SCHOOL

### STUDY INCENTIVE PROGRAM

The Study Incentive Program received thirty nine applications to support ongoing professional development and study in Catholic Education Northern Territory.

Twenty two applications were received for the priority areas of Religious Education, Theology and Leadership.

As of January 2022, 23 applicants accessed their 2021 grant funding and were reimbursed accordingly.

Table of Costs

| Applications Received   | Budget for 2022  |
|---|--|
| 22 applicants received for Graduate Certificate in Religious Education, Masters in Theology and Leadership:<br><br>Graduate Certificate in Religious Education 13 application (BBI and ACU)<br><br>Masters of and Leadership 7 applications<br><br>Masters in Educational Leadership, Theology and of RE 12 | Budget for two units of study per person @ \$78,217.38 |
| 4 applicants for identified CENT priority areas of education and Inclusive education  | @ cost of \$8,862.00                                   |
| 3 applicants for identified CENT priority areas including finance, vocational education training  | @ cost of \$3,595.00                                   |

Table of Tuition fees

|              |             |
|--------------|-------------|
| Tuition fees | \$54,075.76 |
|--------------|-------------|

## **NATIONAL CATHOLIC EDUCATION CONFERENCE 2022- THE FUTURE IS LISTENING**

A workshop presentation titled: *Culturally Responsive Pedagogies in Religious Education - Meeting the Learner in Context* enabled representation from the Catholic Aboriginal leadership team and ACCS communities to be present in person and virtually. The Abstract for the paper summarises the presentation:

Religious Education in Aboriginal Catholic Community Schools in Catholic Education Northern Territory calls for a unique approach to support both local Aboriginal teachers and non-Aboriginal teachers. A strong collaborative approach with the Catholic Aboriginal Leadership Team, representing the four Aboriginal Catholic Communities in the Diocese of Darwin, is required to ensure that cultural wisdom, knowledge and understanding is integrated into curriculum and pedagogy in Religious Education. The strong Catholic tradition and spirituality which found a home in Aboriginal culture and life, continues to be expressed in our Catholic schools today. We strengthen the journey of Reconciliation as we continue to re-contextualize faith and spirituality in contemporary remote learning communities. Based on the work of Tyson Yunkaporta's 8 Ways Framework and in consultation with Dr Debra Dank, our Catholic Aboriginal Leadership team has advised, modelled and inspired the 'Ways' each community interprets culturally responsive pedagogy in the teaching of Religious Education. Using culturally responsive pedagogies provide the opportunity for local teachers and non-local teachers to collaborate to ensure inclusive learning opportunities for students in Religious Education. Using the 'Ways' of learning appropriate in each community strengthens culture and community and affirms 60,000 years or more of learning.

## **LAUDATO SI' PLATFORM ACTION PLATFORM**

CENT registered on the Laudato Si' Action Plan and will now begin to register our plan for the coming 12 months. Schools are also encouraged to register their school to demonstrate the actions undertaken to develop an educational approach to Laudato Si' in their community. Schools engaged in activities such as Visual Art Shows creating works that reflect each of the principles contained within Laudato Si'.

## **ACBC CREATED AND LOVED - A GUIDE FOR CATHOLIC SCHOOL ON IDENTITY AND GENDER**

The Australian Catholic Bishops Conference launched Created and Loved – A Guide for Catholic schools on identity and gender was launched at the NCEC Conference in September. Bishop Charles Gauci addressed the Principals and APREs in relation to the document and affirmed its implementation in schools.



6 5 4



# LEADERSHIP

The focus areas for 2022 for the leadership standing committee were:

- Executive Leaders Program
- Middle Leaders Program
- Leadership AIP
- Review of the Catholic Education Council
- Strategic Plan 2023-2025
- Study Incentive Program
- Aboriginal Workforce Development

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                 |
| Margie Talbot     | Mother Teresa Catholic Primary School | Professional expertise                     |
| Nicholas Jack     | O'Loughlin Catholic College           | Professional expertise                     |
| Stephen Versteegh | O'Loughlin Catholic College           | Professional expertise                     |

|                      |             |        |           |             |
|----------------------|-------------|--------|-----------|-------------|
| <b>Meetings 2022</b> | 28 February | 23 May | 29 August | 21 November |
|----------------------|-------------|--------|-----------|-------------|

## LEADERSHIP PROGRAM

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

The system has worked closely with the Brown Collective in making available to our school leaders and prospective leaders, programs to enhance their knowledge of leadership development. Two programs are made available, the Executive Leadership program which is offered each year nationally with the Northern Territory having 6 participants. Secondly, we offer the Middle Leadership program which is delivered in Darwin to a cohort of approximately 20 participants. Both Programs have excellent feedback. We are fortunate to have a funding contribution from the Australian Government through the Non-Government Schools Reform Fund (NGSRF) for both of



these programs. Funding support is also offered for programs through the Australian Catholic University (ACU) and the Broken Bay Institute (BBI). These programs are funded through the system Study Incentive Program: This year 39 participants were supported with the areas of study being;

1. Graduate Certificate in Religious Education
2. Masters of Religious Education/Theology and Leadership
3. Masters of Education
4. Certified Practicing Account

The Brown Collective program and the Study Incentive program funding will be offered again in 2023.

## **CENT STRATEGIC PLAN 2023-2025**

Extensive consultation with all key stakeholders continued through 2022 to finalize the CENT Strategic Plan for 2023-2025.

The four priority areas were finalised at the end of 2021. They were;

- Excellent Student Learning and Engagement
- International Capacity Building
- Quality Governance and Sustainability
- Enlivening Faith Formation and Religious Education

The working group's focus turned to the Key Strategic Direction under each of the priority areas and the desired outcomes. As had occurred with the development of the Priority Areas there was wide consultation with stakeholders and network groups.

The discussion and feedback from these groups was vital in finalizing the strategic direction focus under each of the key priority areas and from there the outcomes that CENT were expecting from these activities.

The Strategic Plan 'Towards 2026 – Excellence, Equity and Fullness of Life for all' was finalised at the end of Term 3 and then presented to the Catholic Education Council. It was then circulated to schools to help guide the development of their plans.

For all of CENT the Strategic Plan becomes the key document for the development of Annual Implementation plans for the next few years.

## **CATHOLIC EDUCATION COUNCIL REVIEW**

The final recommendations of the Greg Crafter review was presented and endorsed by the Bishop and the Catholic Education Council in December 2021. It was agreed that there would be a transition period to allow the Bishop in discussion with the Director of the Catholic to identify candidates for council who align with the recommended skills matrix in the Crafter review.

At the council meeting in Term 3 members of the council were all thanked for the contributions especially David Reilly who was finishing up as Council Chair and a member.

The first meeting of the new council occurred in December 2022 under the new chair Anthony Burton. All new and returning members had been sent a letter inviting them to become a member of the new council. Prior to this meeting, all council members were given a copy of the Greg Crafter's review; the current constitution and the Terms of Reference for the six standing committees.

Council agreed at their meeting that a small committee of council members would be formed in early 2023 to review the current constitution and the role and Terms of reference of the current standing committee.

## SCHOOL REVIEWS

All schools in Catholic Education Northern Territory (CENT) participate in a review each year. There are three different types of reviews/assessment that are used over a five-year cycle.

The National School Improvement Plan (NSIT) was introduced two years ago and is conducted by the Australian College of Education Research (ACER). Eight schools have been through this review, which focuses on nine key domain areas.

They are:

- An explicit improvement agenda
- Analytics and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated Teaching and Learning
- Effective pedagogical practices
- School community partnerships

During the five year cycle on three occasions, schools will conduct the School Improvement and Renewal Framework (SIRF) assessment, which has six key headings. Teaching and Learning and Catholic Identity will be reviewed on each occasion. The school will then choose two other areas to present on from:

- Pastoral Care and Wellbeing
- Finance Facilities and Resources
- Community and Culture
- Leadership

Once as part of the cycle, a school will go through a Routine Assessment conducted by the NT Education department for ongoing registration. There is an independent assessor appointed by the NT Education Department. There are four categories: Governance, Finances, Teaching and Learning, Policies and Procedures and 38 items that the school has to respond to.

This year the NT Education Department introduced a registration checklist that all schools complete each year.

Reports are produced for each of the assessments are sent to the Principal, Principal Consultant and the Director. Recommendations in these reports are the basis of discussion between the Principal and Principal Consultant when developing their goals and the school's Annual Implementation Plan for the coming years.

## CONTRACTS AND GRANT MANAGEMENT 2022

CENT's Senior Contract Administrator continued to support activity being undertaken throughout CENT during 2022. The focus of support was on good governance, due diligence, risk mitigation/management and providing advice on procurement processes, contract negotiation, development & management, co-ordination of reporting, advice on budgets and liaison with key government delegates to manage funding, reporting, and financial acquittals.

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

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

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

Some Key achievements during 2022 are:

- **St Johns Catholic College Boarding Support** – Successfully lead the grant application and negotiation of further funding with National Indigenous Australians Agency to provide specialised funding to support Indigenous Boarding providers in their boarding operations tailored to catering for Aboriginal students from remote communities. Management of the relationship with the funding agency and co-ordination and management of the contractual reporting to ensure accurate measurement of KPI's and project outcomes.
- **Families as First Teachers** – Liaison with Northern Territory Department of Education to co-ordinate successful contract closure activities for the 2021-2022 funding including reporting and financial acquittal of the Families as First Teachers program at Our Lady of the Sacred Heart Thamarrurr Catholic College in Wadeye. Ongoing discussions with the



Department to secure a commitment from the Northern Territory Government to continue the Families as First Teachers program throughout 2022 and 2023.

## **SCHOOL NUTRITION PROGRAM**

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

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

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
- liaison with NIAA's Grant Management team to report on activity, compliance, notification of issues and advise any operational concerns regarding the program.
- preparation of quarterly & semester activity & financial 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.

The program employs a School Nutrition Program (SNP) Co-ordinator who is responsible for menu planning, meal selection and preparation in accordance with the NT DoE and NT DoH's School Nutrition and Healthy Eating Policies and Guidelines.

The SNP delivered a combined total of 179,698 meals to approximately 942 students throughout the year and worked with Department of Health Nutritionist to determine best menu options. A number of our program staff were able to undertake contextualised training and gained certificates in Safe Food Handling with the Australian Institute of Food Safety, our SNP Co-ordinators undertook the extension Food Safety Manager.

## **NORTHERN TERRITORY REMOTE ABORIGINAL INVESTMENT**

The National Partnership agreement which provides additional funding to the Northern Territory to improve health, education, community safety and interpreter services in remote communities was extended by the Minister for Indigenous Australians, for a further two years. 14 Non Government Schools in the NT are eligible for additional support to deliver education services and workforce development opportunities to Aboriginal people living in remote and very remote communities.

Catholic Education NT receives a portion of this specialised grant funding to support our remote and very remote Schools servicing Indigenous students, this contributes to delivery of the following initiatives:

- Indigenous workforce development and professional learning
- Catholic Indigenous Leadership teams
- Better Outcomes initiative providing specialist education support to build capacity of the remote teaching workforce.
- Instructional Coaching
- Data Literacy
- Additional Teachers, Health and Wellbeing initiatives and VET pathways.

For further information on these initiatives, please see the Teaching & Learning section.



# 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               |

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| <b>Meetings 2022</b> | 23 February | 11 May | 10 August | 2 November |
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## INTRODUCTION

Strategic priorities focused on improving outcomes for Aboriginal and Torres Strait Islander students and staff in urban, regional and remote schools have been led by the Education Officer for Aboriginal and Islander education and members from the teaching and learning team. A key focus of this work has been strengthening educational opportunities and the effective integration of Aboriginal and Torres Strait Islander history, culture and perspectives across the curriculum.

In 2022, CENT strengthened the system priority to support evidence informed practice. Collaboration with the Catholic Education Network (CENET) has led to the enhancement of the CENT Yellowfin data dashboard to incorporate visualisations of schools' NAPLAN, PAT, NTCET and demographic data. The Yellowfin dashboard supports system analysis of data including monitoring progress, measuring impact and supporting schools in implementing positive change.



The Systemic Data Literacy initiative has involved engaging Dr Selena Fisk to provide system wide professional learning and school support to build capacity in evidence informed practice. Dr Fisk provided initial professional development for leadership aimed at building a culture of data analysis and storytelling to improve learning experiences and outcomes for students. The Data Project included school cluster workshops where schools worked collaboratively and developed school specific, data informed action plans.

Professional development opportunities provided by additional external facilitators included the Brown Collective Middle Leaders' Program; attended by 20 leaders from across the system. Instructional Coaching continued with Trish Gooch from TG Coaching who worked with a beginners and continuing group. Workshops focused on the theory of instructional coaching theory and development of group coaching skills to embed a coaching culture focused on building teacher efficacy and capacity. *Collaborative Teams That Work* was delivered online by Gavin Grift from Grift Education and was attended via Zoom by individuals and whole school staff.

The Curriculum Coordinators & Data informed Practitioners' network meetings had a strong focus on familiarisation with Version 9 of the Australian curriculum during 2022. This priority was aligned to using collaborative teams as a process for implementing data informed change and developing integrated planning with relevant documents including the NT Indigenous Language and Culture Curriculum.

A Graduate Teachers' Network was established to support the high number of new graduate and early career teachers who joined CENT in 2022. Meetings were held face to face in Darwin, online and delivered at St Joseph's Catholic College in Katherine. Focus for these network meetings included strategies to identify and manage stress, coaching circles, collaborative planning, strategies for differentiation and for developing a classroom culture.

There was a continued focus on improving communication between CENT schools and the Teaching and Learning Team via the Teaching & Learning Google site and feedback surveys for principals, Curriculum Coordinators & Data informed Practitioners and teachers to guide Professional Development planning for 2023.

## EARLY YEARS

The EO: Early Years Literacy has continued school based support in pedagogy, planning, assessments, classroom design and oral language within early years. Age Appropriate Pedagogies, oral language development and the promotion of research based approaches to teaching early literacy skills through professional development opportunities were a priority throughout the year. Sessions were both CENT based and facilitated by external providers.

The Early years team comprised of the Leader: Education and Care Services, EO: Early Years Literacy and EO: Curriculum & Innovation initiated a new network group for Age Appropriate Pedagogies, with early years teachers ELC/P to Year 2 participating in face to face and online meetings. School observation visits were arranged for early years staff to view a variety of contexts and learning environments. A full day workshop was developed in Term 3 supported by the NT DoE Early Years and CENT Teaching and Learning Teams.



Early Years network meetings concentrated on a specific approach or characteristic that the participants nominated as a topic to explore and develop. Sessions provided an opportunity for the participants to showcase their growth in Age Appropriate Pedagogy by sharing practices with the group. Holy Spirit and Mother Teresa Catholic Primary Schools continue to evolve in their classroom designs, exploring contextually appropriate teaching and learning styles and a variety of learning spaces to support children's learning. The network will continue to encourage and support more Transition to Year 2 teachers to engage in age appropriate practices and bridge the gap between early learning centres, preschools and Transition.



The Mother Teresa Transition team participated in an Age Appropriate Pedagogies professional development and implementation project. This opportunity incorporated Professional Learning Communities (Gavin Grift) and Instructional Coaching models. A similar AAP professional development program for local T-2 teachers at Our Lady of the Sacred Heart Thammarrurr will be implemented in 2023.

Education officers supported schools with aligning literacy approaches with the language rich and dialogic characteristic from Age Appropriate Pedagogy. An Oral Language face to face and online network was established to support early years learning environments and workshop sessions were also held at Ltyentye Apurte Catholic School staff meetings.

School support has continued to implement evidence-based Literacy approaches and assessments into a structured literacy program for our primary schools, with a focus on phonological awareness and phonics instruction in teaching reading. Opportunities for staff to attend *Read Write Inc/Fresh Start* training and further professional development were arranged for CENT school staff with the Department of Education; coordinated by the EO: Early Years Literacy.

The Early Years' Network meetings explored the *Godly Play* philosophy throughout the year with The EO: Curriculum and Innovation, which included the use of space and materials. More CENT schools have engaged with the *Godly Play* program which has been implemented through an Instructional Coaching approach. The Early Learning Centers at St Paul's and St Mary's Catholic Primary Schools have held weekly sessions with the children providing biblical and liturgical lessons. Ltyentye Apurte Catholic School has continued the program in the local language, Arrernte, involving new teachers and

designing a *Godly Play* space. *Godly Play* has also begun at St Francis Xavier preschool and St Joseph's Catholic College.

The EO: Curriculum and Innovation facilitated the design of a project to promote teamwork among the staff and authentic learning in the students with the staff of St Francis of Assisi Catholic Primary School. The use of the Tuning Protocol has been a powerful tool to enable the sharing of effective practices in schools and encourage innovation. A retreat for the Early Years' Network meeting was also led by the EO: Curriculum and Innovation in Term 4.

## CURRICULUM AND PEDAGOGY SUPPORT

The EO: Secondary Curriculum & Pedagogy continued to focus on improving practice in secondary schools to support better student outcomes. Professional development opportunities supporting differentiation were delivered at network, whole school and small group levels.

Differentiated learning in schools and development of a growth mindset in teachers to build their capacity in meeting the needs and develop the abilities of all students has been a priority area for the team. Taking into account the Universal Design for Learning (UDL) framework, differentiation has been explored in the content, process, product and in learning environment, considering the readiness, interests and learning profile of the learner (Tomlinson). The theory of Multiple Intelligences and Bloom's Taxonomy have been useful guides for planning lessons that are rich and aligned with the Australian Curriculum Capabilities.

Priority was provided to Aboriginal Catholic Community Schools in aligning curriculum and assessment to community engagement and cultural activities. To support CENT remote secondary schools in covering the Australian Curriculum while delivering to multi level classes, a Remote Secondary Scope and Sequence was created around integrated and locally contextualised 'Big Ideas'. Further work in aligning planning, pedagogy and assessment to the NT Indigenous Languages and Culture curriculum will be a continued priority.

The EO: Secondary Curriculum & Pedagogy has supported MacKillop Catholic College in their participation in the pre-pilot phase of the SACE Learner Profile programme. In 2023 the school will pilot the Learner profile with its Year 12 students, with continued support from CENT in the provision of information and student support.

The EO: Aboriginal and Islander Education has prioritised building relationships with the Curriculum Coordinators along with the Assistant Teachers and Catholic Aboriginal Leadership Team (CALT) members from each Aboriginal Catholic Community School (ACCS). This work has included the integration of culturally appropriate pedagogy across the curriculum, aligning the Indigenous Languages and Culture (ILC) curriculum with the Australian Curriculum and providing practical modelling for schools. Professional development opportunities have been delivered to school staff to build their confidence and capacity in ensuring that Aboriginal and Torres Strait Islander students see themselves reflected in the curriculum in a culturally and contextually appropriate manner.

Guided by consultation with CALT and other key stakeholders, the EO: Aboriginal and Islander Education facilitated a review of CENT's Policy for the study of Aboriginal and Torres Strait Islander languages and cultures in Catholic schools. The revised Aboriginal and Islander Education policy outlines CENT's prioritisation of all CENT staff and students in engaging with Aboriginal and Islander languages, cultures and perspectives. This policy will guide the work of the Teaching and Learning Team in 2023 and beyond.

The EO: EAL/D & Literacy continued leading and supporting schools in best practice for students with English as an Additional Language or Dialect (EAL/D). Professional learning was delivered through the Principal, Curriculum Coordinator and Graduate Teacher Networks and through onsite school workshops. The professional learning covered included supporting teachers in the Identification and Characteristics of EAL/D Learners, assessing, monitoring, and tracking language proficiency using the NT EAL/D Learning Progressions. Updates in reporting to ACARA EAL/D learning progression phases were also provided to networks and schools.

EAL/D work included the revision of enrolment information to improve identification of EAL/D students, along with early intervention strategies and appropriate classroom support for EAL/D students. Moderation sessions were provided in schools to build teachers' knowledge and consistency with the identification, monitoring, assessment and reporting of EAL/D students. Piloting began for the new GradeXpert EAL/D reporting map to the ACARA EAL/D phases and NT Learning Progressions which will enable school and system data analysis to support EAL/D students from 2023.

Prominent themes for the EO: Numeracy & Mathematics in supporting the teaching of Mathematics were the pedagogy for teaching mathematics, 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. The EO: Numeracy & Mathematics produced bespoke scope and sequences for schools and yearly overviews aligned to the current resources available within each school.

CENT strengthened partnerships with external organisations including NCEC to broaden the support available to schools. This work has included participation in the National Catholic Education Commission (NCEC) Numeracy Project which is aimed at improving Numeracy outcomes across all Catholic Schools. The work has involved identifying schools showing strong improvement in student growth or sustained high levels of achievement. It includes investigating whether approaches taken by those schools are transferable to other schools and support processes for the implementation of successful strategies.

The Middle Years Maths Teacher Network has produced extremely comprehensive resources to support the new version (9) of the Australian Curriculum. Teachers in Catholic Schools have been integral in developing, editing and trailing the resources. Thanks must be given to the NT Department of Education (DoE) for hosting and coordinating the network meetings.

CENT continued working with Australian Curriculum, Assessment and Reporting Authority (ACARA) in writing the new version of the Mathematics curriculum. The next priority will be updating work samples that align to the new Achievement Standards and which demonstrate how students are able to demonstrate their maths skills in more creative ways.

The EO: Numeracy & Mathematics has continued CENT's relationship with Charles Darwin University (CDU) through collaboration in the Maths in Indigenous Languages project. This will support local teachers in Aboriginal community schools to work collaboratively and build confidence in teaching mathematics in early year classrooms. As part of the project, the EO: Numeracy ran sessions at the CDU open day for children and adults showing how maths and related STEM learning can be based on highly engaging hands-on activities.

The CENT EO: Numeracy has represented the Northern Territory on the Australian Association of Mathematics Teachers (AAMT) council. This has provided an opportunity to advocate for students in the Northern Territory and disseminate the latest research, federal initiatives and ideas from across Australia. CENT also secured subscriptions to Maths300 for five of our schools through negotiations with AAMT.

The EO: Numeracy & Mathematics and EO: STEM participated in an NT collaboration to produce the first travelling STEM Roadshow from Darwin to Alice Springs. Charles Darwin University (CDU), Inspired NT, ACARA, the STEAM and Mathematics Associations, (STEAM TANT and MTANT) and CENT combined strengths to offer teacher professional development, and student engagement and learning in STEM. Over 700 students across the breadth of the Northern Territory built and raced model solar cars to build science and Inquiry skills. MTANT sponsored all cars for the challenge and microbits were provided to schools to continue the learning. Microbits and coding support were provided to enable the implementation of ideas for the solar car challenge. The STEM Roadshow connected to more than 450 students and 35 teachers in Darwin, Adelaide River, Katherine, Mataranka, Elliot and Alice Springs.

The EO: STEM supported the Inclusion Network and VET demonstrating the use of SCRATCH and SCRATCH Jr as ways of engaging students with learning support needs and in the Aboriginal Catholic Community schools. As a participating member of the national Google Education Advisory Board, the EO: STEM gained insights to what Google is doing in the education space, and also provided opportunities for input into future initiatives. Professional learning gained from the SSiSTEMIK Pathways on country PD was provided to the Curriculum Coordinators' network to build knowledge and understanding of STEM and Indigenous STEM opportunities in Australia and develop schools' ability to apply culturally responsive resources and practices.

The EO: STEM presented at this year's Conference of National Australian Science Teachers Association (CONASTA 69) in Canberra forging many new connections with teachers, leaders in their fields, and suppliers. These connections carried into the Darwin based STEMBiosis Conference which combined CENT and 3 teacher associations: STEAM TANT, STANT and MTANT. In combining the administrative and financial support of these associations they were able to develop a workshop able to support and connect with a large number of teachers. ACARA, Deadly Science, Edge VR, and Questacon were some of the national representatives at the conference. As a member of the First Lego League committee, The EO: STEM also assisted in running the 2022 contest.

## VOCATIONAL EDUCATION & TRAINING (VET)

Australia continues to suffer a skills shortage with the Jobs and Skills summit in September calling for a greater investment in vocational education. Funding of \$1 billion dollars will be allocated in 2023 to support training, and boost apprenticeships. During 2022 VET across the system was accessed by both

students and staff. Students continue to see VET as a valuable pathway with enrolments popular in construction, hospitality, health, business and automotive. Catholic Education students completed more Certificate II courses than the Territory average with almost 60% of students completing their schooling having undertaken a VET course.

In addition to students being able to attend over 50+ different VET courses, staff in both our remote and urban schools also accessed VET including:

8 Aboriginal teacher assistants completing Certificate II Functional Literacy

5 Aboriginal staff completing Certificate III Early Childhood and Care.

6 Aboriginal and Islander Educational workforce participating in a Certificate IV Project Management.

The delivery of the Certificate IV in Training and Assessment (TAE) was also undertaken by 22 Catholic Education staff. This certificate allows people to deliver training in our schools to increase access to VET courses. Collaborative work with the Manager: Aboriginal and Torres Strait Islander Education has enabled appropriate courses to be identified and offered to students and adults in our remote communities.

In the past Catholic Education has featured at the Northern Territory Training awards and 2022 continued that trend with Stavros Kazouris from O'Loughlin College receiving the runner up Award for School Based apprentice or trainee of the year and the NT Board of Studies VET Award 2022.

In 2022, The EO: VET met with the National Catholic Education Commission VET team. Members discussed strategies in regards to supporting Aboriginal and Torres Strait Islander and students with diverse learning needs.

## CAREERS

The Catholic Education Careers and VET network meeting was held on the 8th November. Career practitioners examined the National Skills Commissions employment projections (2021-26) and discussed the areas of strongest growth and how this aligned with current VET delivery in Catholic schools. The strongest growth areas include:

- aged and disabled carers
- registered nurses
- software and application programmers
- database and systems administrators, and ICT security specialists
- management and organisation analysts.

The career practitioners utilised the NCVER DataBuilder to examine current delivery and provide additional insights and opportunities. They were able to experience virtual reality (VR) headsets and discuss technological pedagogies and theories in using VR in their classrooms. Guest speakers from the National Careers Institute (NCI), the NDIS and Youthworx NT presented. Professional development and networking was also run by the Career Educators Association of the NT (CEANT). There was industry and stakeholder spotlight with speakers from a variety of industries discussing



their employment needs and a pathways workshop run by the NCI to assist practitioners in developing plans for their schools.

## **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.

A major focus in 2022 was the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. The team in collaboration with CEO Executive, had to address comprehensive face to face and written questions by providing extensive data and written documentation for scrutiny. The initial feedback was positive, with the Commission remarking on our excellent granulated data and evidence reflecting appropriate practises.

The planning and commencement of INSPIRE being redesigned with more user friendly and modernised interfaces as well as moving to a cloud based platform has been actioned in 2022. SRA, the software company contracted to do this, has pushed out the completion to end of 2023. A successful addition to INSPIRE functions was the automated adding of clinical reports recommendations and strategies to Education Adjustment Plans in the program itself.

The ISS team started to create a new website, replacing the Frog platform. The new site will give teachers access to current specialised information in areas of psychology, occupational therapy, speech pathology and remediation.

Innovative Inclusion related projects were implemented by multiple schools, adding sensory pathways to enhance the use of sensory rooms.



Sound Field Systems are being serviced and where needed, replaced by schools due to normal wear and tear, auxiliary items like cables, batteries microphones etc. lost or broken. ISA professional development: Specific learning disorders, social skills, Trauma informed practice.

Both the Advisors and Clinicians participated in the development, Audit of the school's sensory and/or engine room and provided continued recommendations.

Advisors were upskilled to become category B Psychometric Assessors, supporting the clinicians with psychometric assessments and ultimately diagnosis.

The ISS team have attended several conferences and professional development through the year, as well as ongoing peer and line management supervision to maintain and enhance professional skillsets.

We introduced and filled for an Education Advisor position based in Alice Springs, providing a far more responsive service to schools while saving time, travel and accommodation expenditure.

The introduction of Inclusion Practitioner roles in 2020 has proved to be very beneficial, with better support in schools, but more markedly, a pathway to develop potential new Inclusion Coordinators. We now see a better continuation of services in schools where the ISC leaves, and the ISP steps seamlessly into the role.

Clinicians are now using a triage model and a 3 tiered approach to prioritise their workload.

They modified intake forms to support best practice in the Inclusion referral process. This was done in response to ISC and parent feedback. They also developed and implemented an intake form appropriate for EALD parents, as well as a specific report for Aboriginal and Torres Strait Islander students- one page summary for parents

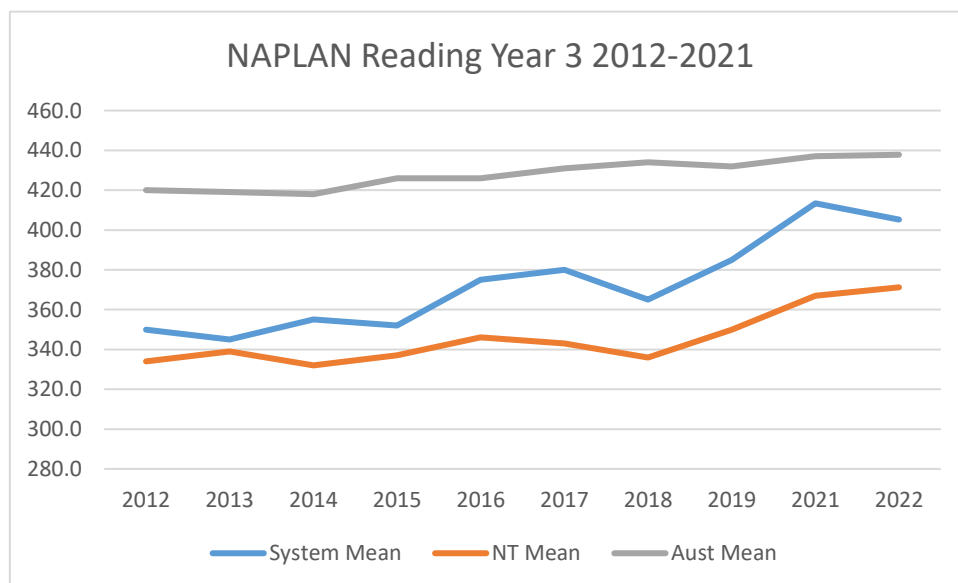
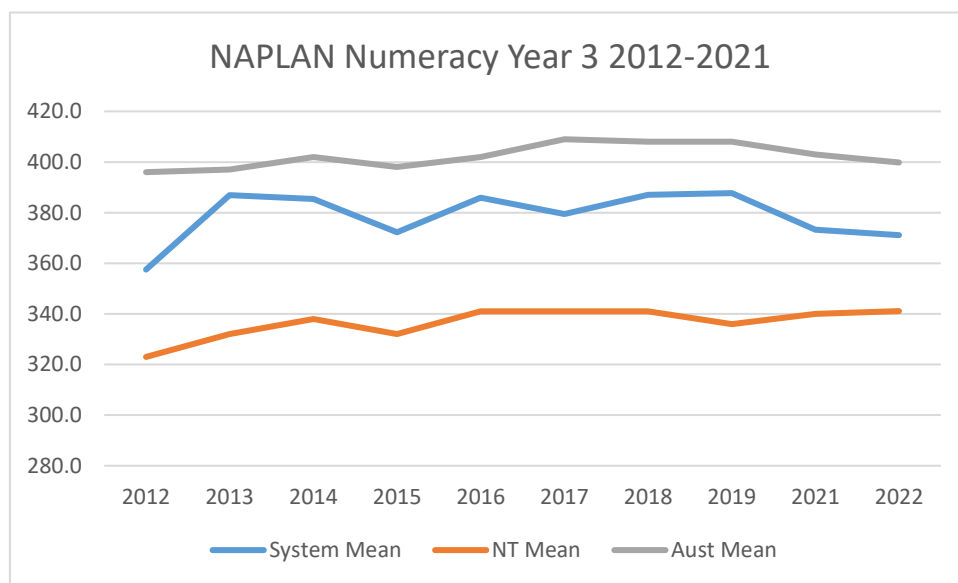
Clinicians deliver PD's in the following: Trauma informed practice, Specific Learning Disorder, Sound Field, Hearing, Parent information night on wellbeing, Sensory Processing and Self-Regulation, Brain informed approaches, MindUp (wellbeing), and Social Skills Programs.

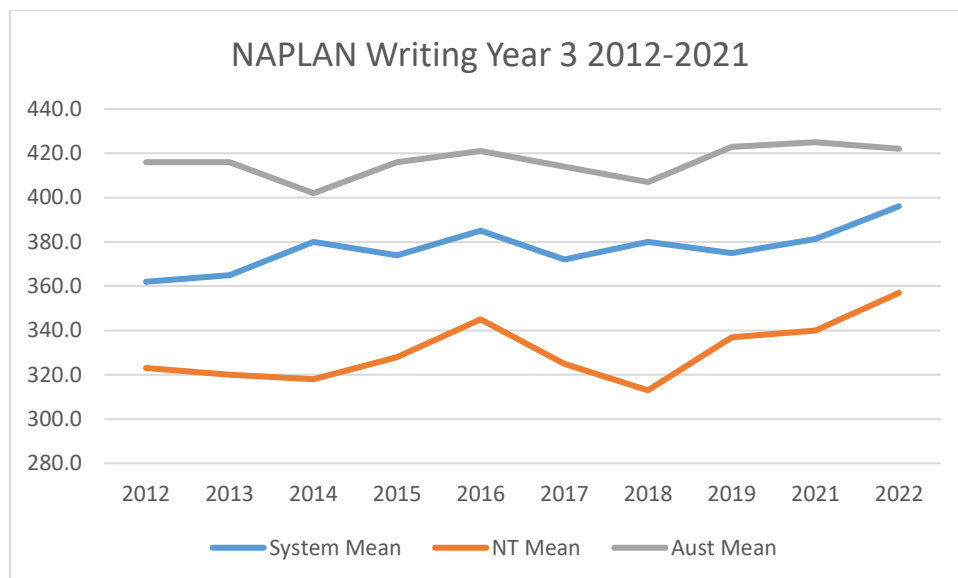
They commenced the Initial phase to create Trauma Informed Practice webinars, to be further developed in 2023.

Finally, the Inclusion Team was trained as Train-the-Trainers and participated in the upskilling of Teachers in schools in the Keeping Safe- Child Protection Curriculum mandated in all our NT Catholic Schools.

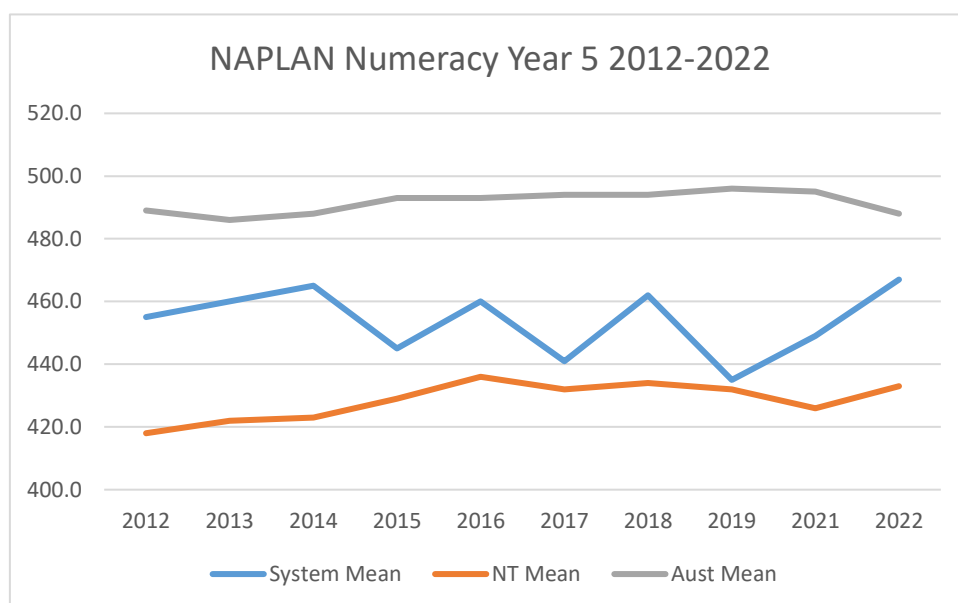
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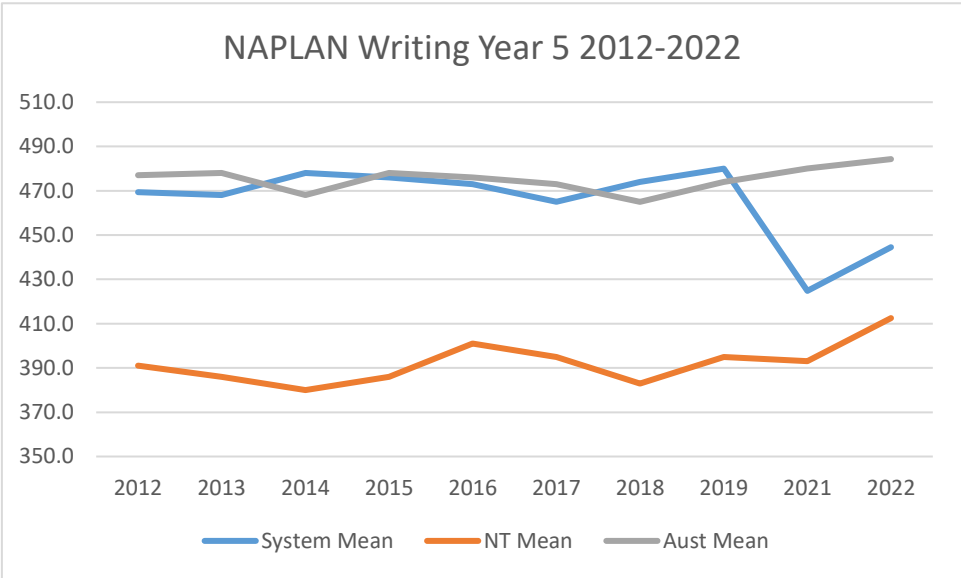
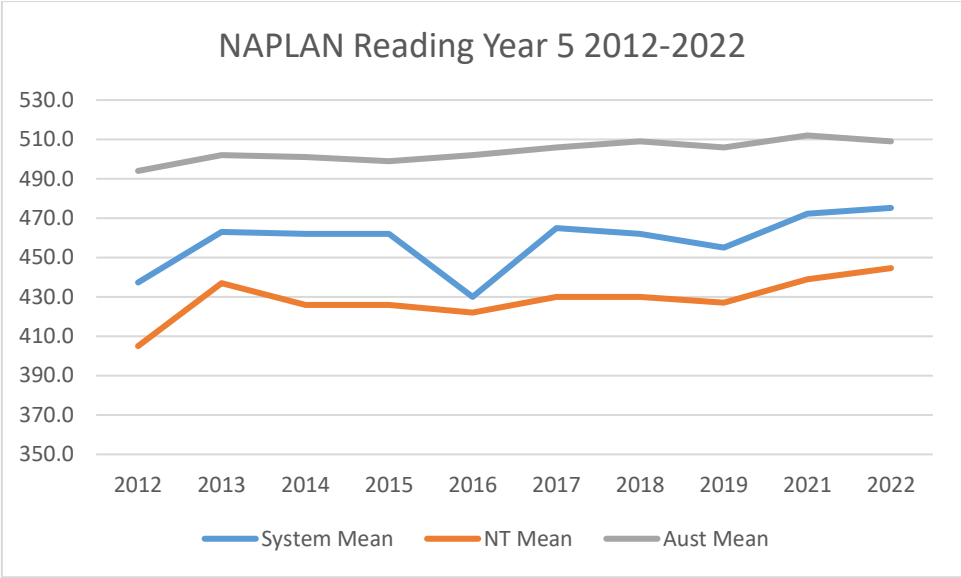
### Year 3





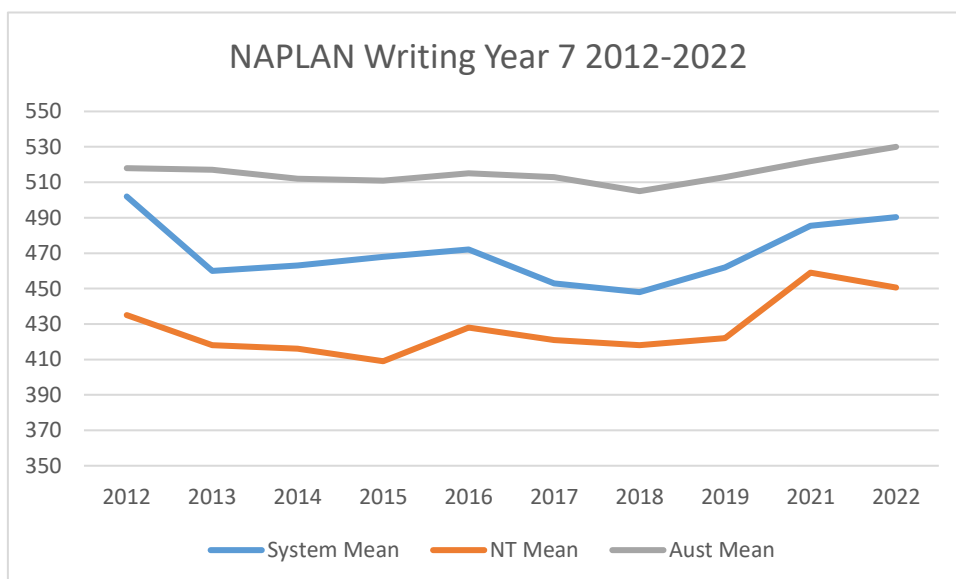
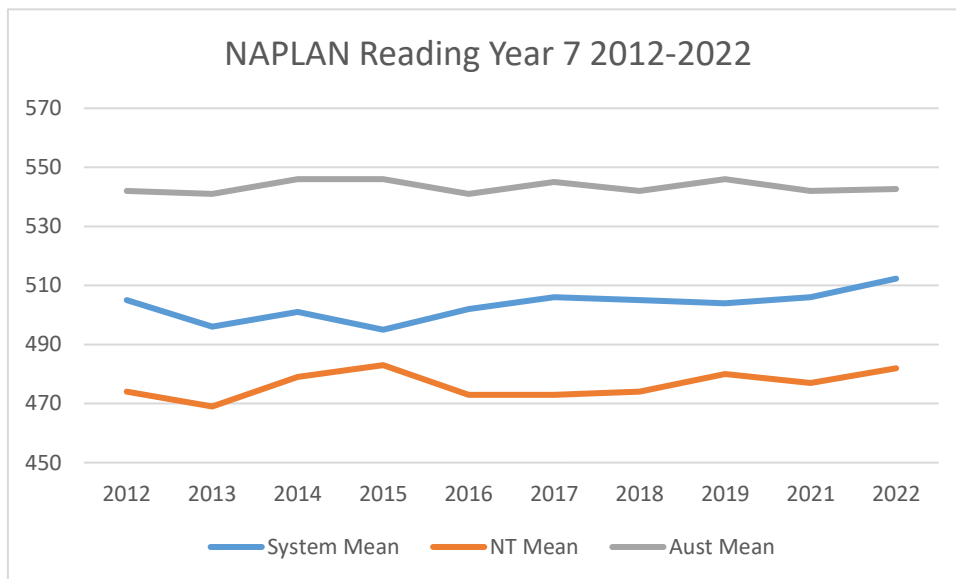
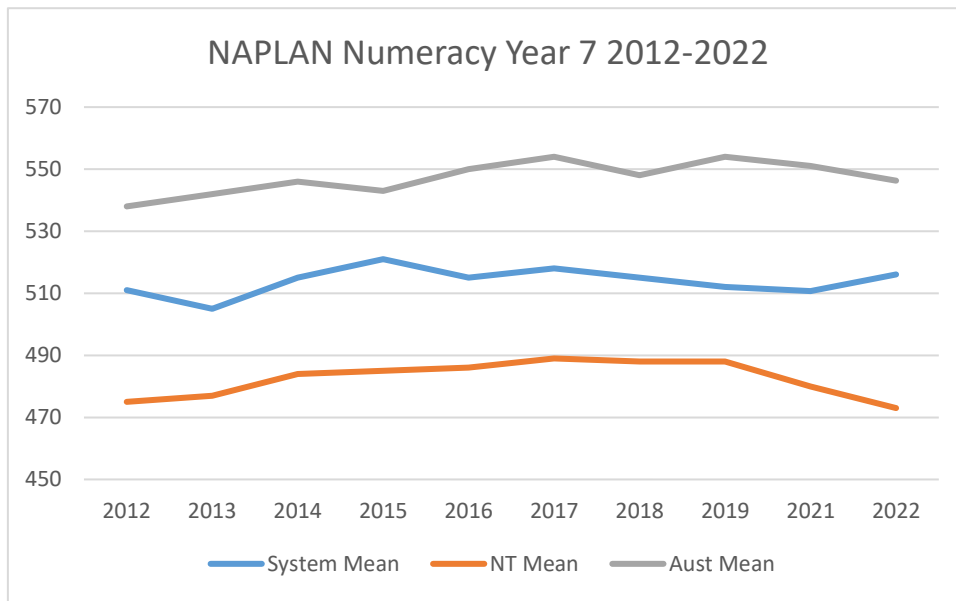
## Year 5



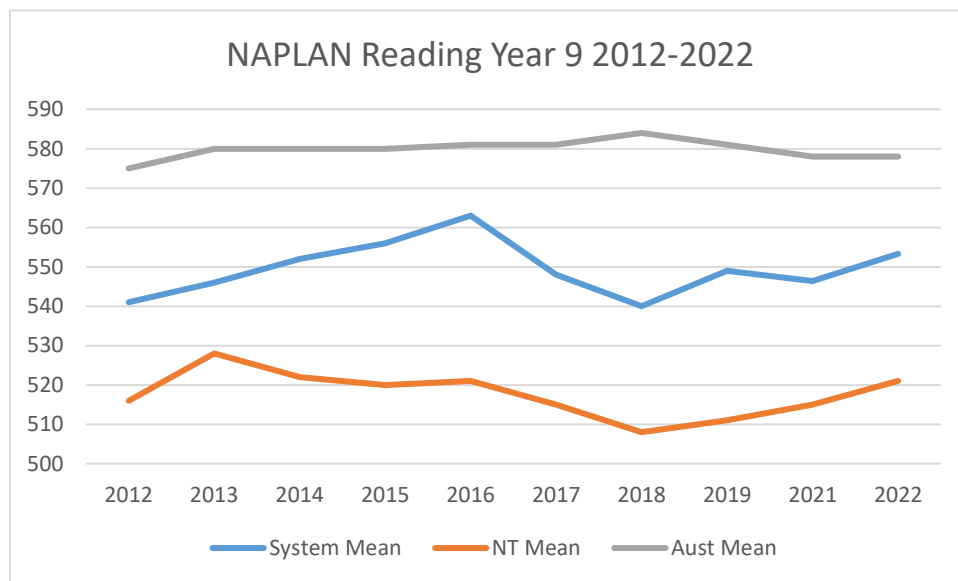
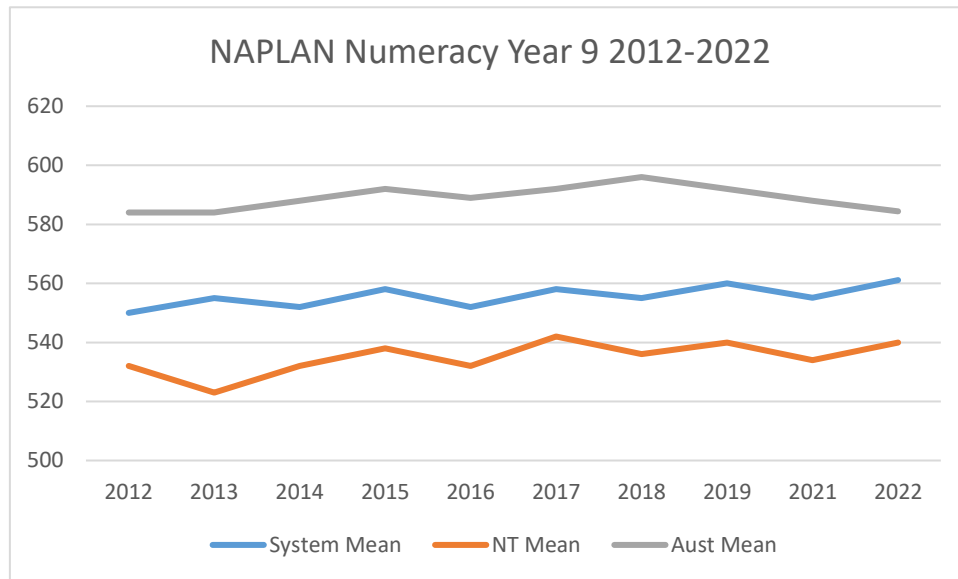


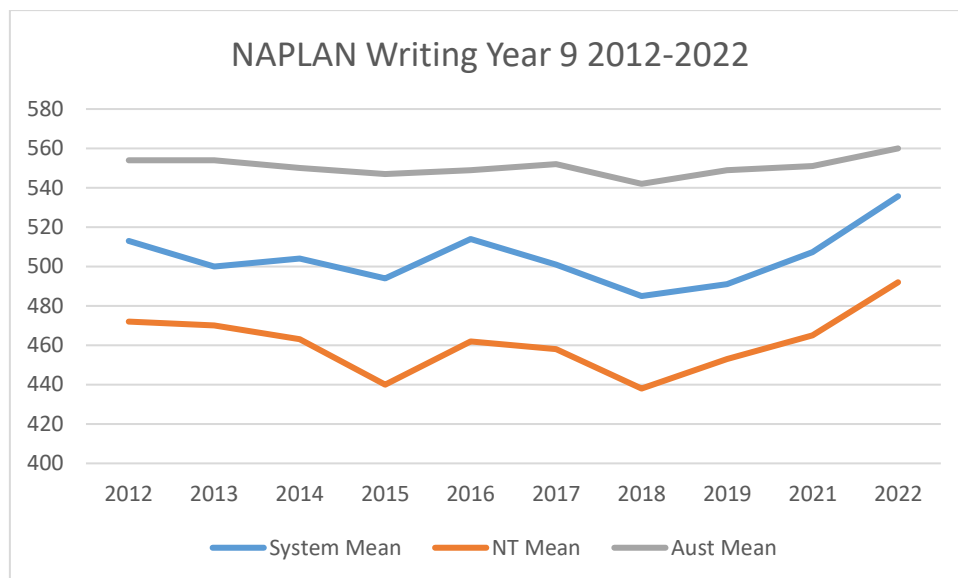


## Year 7



## Year 9





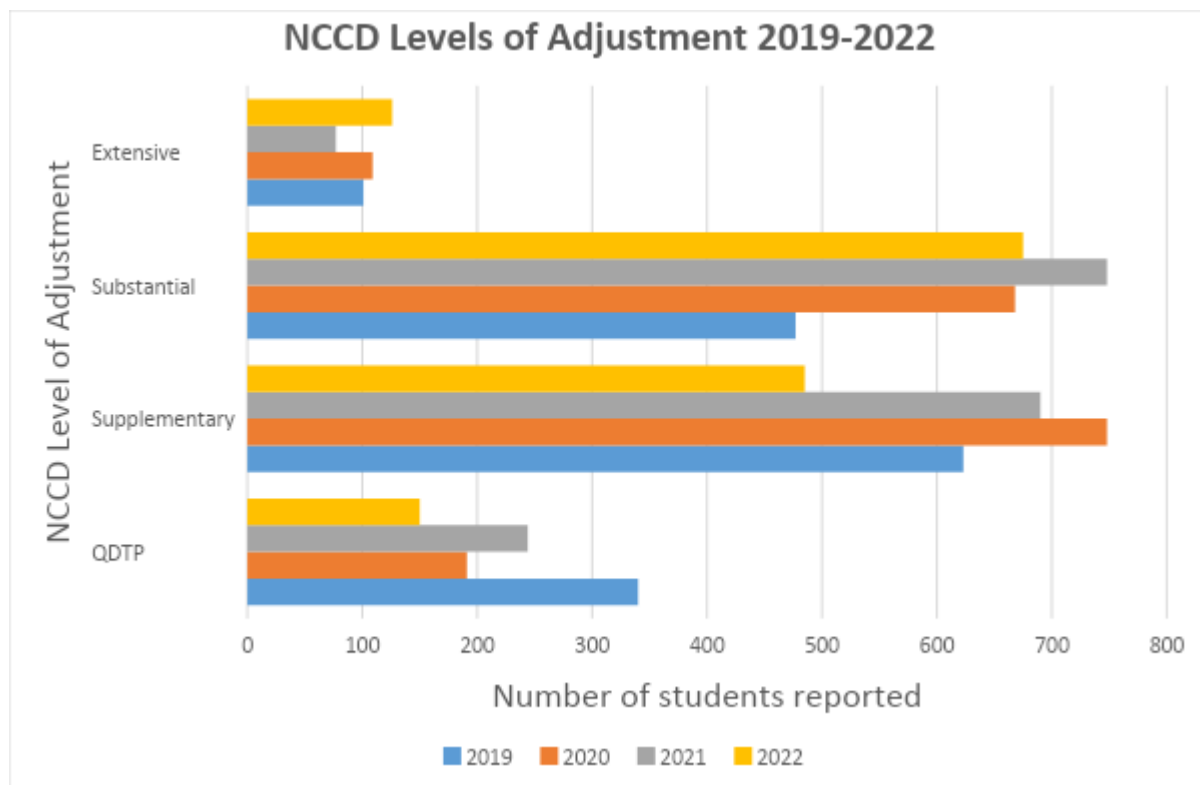




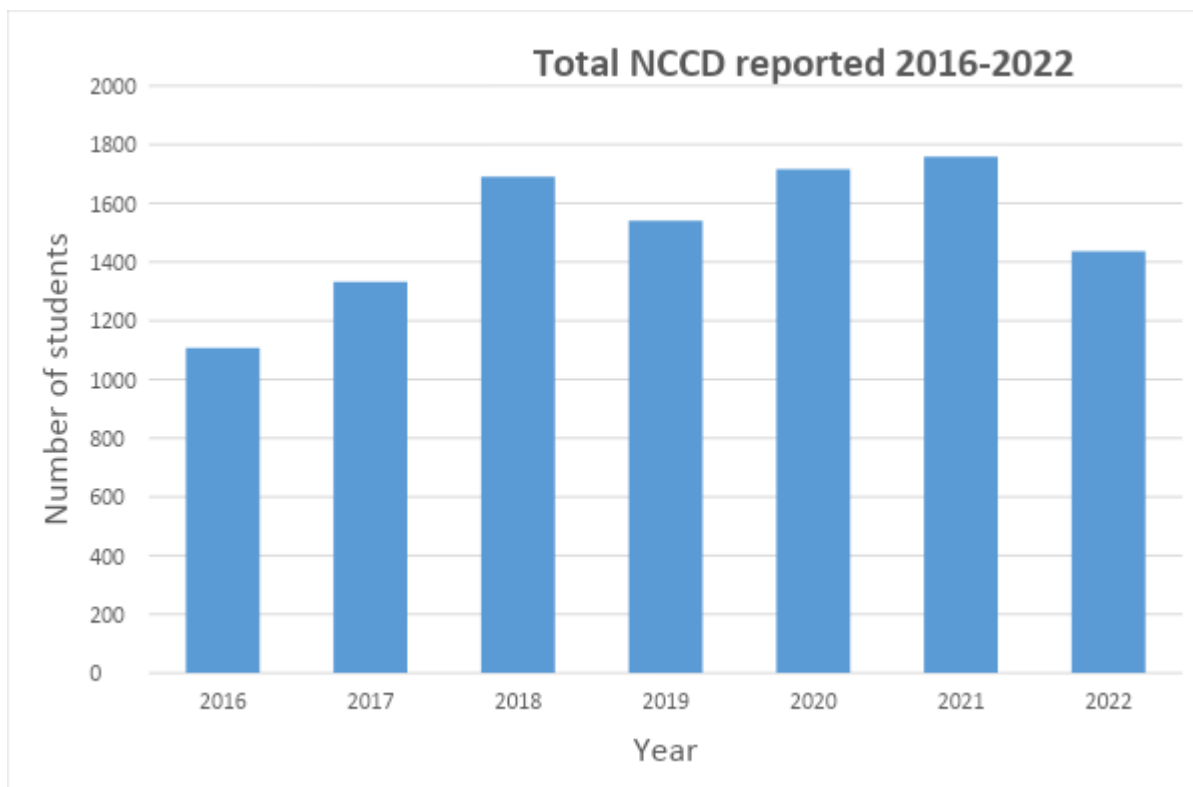
## CENT STUDENTS WITH DISABILITIES DATA

CENT NCCD Levels of Adjustment reported for 2018-2022

| Level of Adjustment | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|---------------------|------|------|------|------|------|------|------|
| QDTP                | 65   | 352  | 367  | 340  | 191  | 244  | 150  |
| Supplementary       | 599  | 435  | 736  | 623  | 748  | 690  | 485  |
| Substantial         | 414  | 387  | 495  | 477  | 668  | 748  | 675  |
| Extensive           | 29   | 47   | 92   | 101  | 109  | 77   | 126  |
| Total NCCD          | 1107 | 1333 | 1690 | 1541 | 1716 | 1759 | 1436 |



The funded student cohort has increased from 242 in 2013 (SWD) 1436 in 2022.



## PROFESSIONAL LEARNING TO SCHOOLS BY ISS TEAM (INCLUDING PCWB ADVISOR)

- Behaviour & trauma PD for boarding parents
- Half day PD for all staff introducing behaviour expectations and responses
- Principal stress & wellbeing PD
- Deputy Principal stress & wellbeing PD
- Wellbeing Network- wellbeing session
- Brain informed approach
- Sound Field PD
- Staff wellbeing session @ T&L meeting
- ACCS debrief & Narrowing the Achievement Gap for Under-Resourced Students through Wellbeing Activities
- Inclusion Support Network Forum – multiple
- Stress and wellbeing PD
- Staff meeting - revisit behaviour expectations and responses
- Brain informed approach
- Considering behaviour data in decision making
- ACCS debrief
- Data entry and behaviour observations
- Sensory Processing and Self-Regulation
- Deputy Principal - managing stress PD
- Challenges and wellbeing for Principals

- MAPA - Safety Intervention introduction Workplace Health and Safety
- Deputy Principals Challenges and Wellbeing
- Wellbeing Network meeting
- Staff PD SWPB
- T&L meeting - Tiers of Intervention and Phoenix Cups
- Staff meeting - consistent positive behaviour and wellbeing approaches within tiered intervention
- Q&A re behaviour management
- Giving and receiving feedback
- MAPA - Safety Intervention introduction Workplace Health and Safety
- KS:CPC PD
- Overview of the GARS-3
- Circles of concern
- SWPB meeting
- Combined CC/DIP Wellbeing for leaders
- ACCS CC/DIP debrief/student needs assessment tools
- Student free day SWPB planning
- Hot topics session e.g., dyslexia, attention span, age of diagnoses, family separation etc
- Speech pathology checklist and whole class language strategies
- PD Specific Learning Disorders- dyslexia
- Social Thinking - Super flex program
- Tier 2 small group/classroom support
- Sound Field PD
- Sound Field Discussion
- Staff wellbeing
- Trauma informed practice in education Part 1
- Trauma informed practice in education Part 2
- Mind Up
- Whole class OT observation year 1/2
- Inclusion Support Process and INSPIRE for AIEW
- Words for Wellbeing - parent session
- 6 x Whole class OT observation and feedback
- Stress and wellbeing PD
- Self Regulation and Sensory Processing ISA PD – Primary
- Self Regulation and Sensory Processing ISA PD – Secondary
- How to use Inspire and create IS, SAPI and EAPs

## **KEY PRIORITIES FOR THE TEAM (ADVISORS, CLINICIANS, DATA ANALYST, AND ADMINISTRATION OFFICER.)**

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.

A major focus in 2022 was the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. The team in collaboration with CEO Executive had to address comprehensive face to face and written questions by providing extensive data and written documentation for scrutiny. The initial feedback was positive, with the Commission remarking on our excellent granulated data and evidence reflecting appropriate practises.

The planning and commencement of INSPIRE being redesigned with more user friendly and modernised interfaces as well as moving to a cloud based platform has been actioned in 2022. SRA, the software company contracted to do this, has pushed out the completion to the end of 2023. A successful addition to INSPIRE functions was the automated adding of clinical reports recommendations and strategies to Education Adjustment Plans in the program itself.

The ISS team started to create a new website, replacing the Frog platform. The new site will give teachers access to current specialised information in areas of psychology, occupational therapy, speech pathology and remediation.

Innovative Inclusion related projects were implemented by multiple schools, adding sensory pathways to enhance the use of sensory rooms.

Sound Field Systems are being serviced and where needed, replaced by schools due to normal wear and tear, auxiliary items like cables, batteries, microphones etc. lost or broken. ISA professional development: Specific learning disorders, social skills, Trauma informed practice.

Both the Advisors and Clinicians participated in the development, Audit of the schools' sensory and/or engine room and provided continued recommendations.

Advisors were upskilled to become category B Psychometric Assessors, supporting the clinicians with psychometric assessments and ultimately diagnosis.

The ISS team has attended several conferences and professional development throughout the year, as well as ongoing peer and line management supervision to maintain and enhance professional skill sets.

We introduced and filled for an Education Advisor position based in Alice Springs, providing a far more responsive service to schools while saving time, travel and accommodation expenditure.

The Continuation of Inclusion Practitioner roles in 2022 proved to be very beneficial, with better support in schools, but more markedly, a pathway to develop potential new Inclusion Coordinators. We now see a better continuation of services in schools where the ISC leaves, and the ISP steps seamlessly into the role.

Clinicians are now using a triage model and a 3 tiered approach to prioritise their workload.

Clinicians modified their intake forms to support best practice in the Inclusion referral process. This was done in response to ISC and parent feedback. They also developed and implemented an



intake form appropriate for the parents of students with English as and Additional Language/Dialect (EALD), as well as a specific report for Aboriginal and Torres Strait Islander students - one page summary for parents.

Clinicians delivered Professional Learning in the following areas: Trauma informed practice, Specific Learning Disorder, Sound Field Systems, Hearing, Sensory Processing and Self-Regulation, Brain informed approaches, MindUp (wellbeing), and Social Skills Programs. A Parent Information Night on wellbeing was also held by the clinicians. CEO psychologists also commenced the Initial phase of creating a Trauma Informed Practice webinar, which is to be further developed in 2023.

Finally, members of the Inclusion Team were trained as Train-the-Trainer and participated in the upskilling of Teachers in schools in the Keeping Safe- Child Protection Curriculum, mandated in all our NT Catholic Schools. Positive Partnerships continued to roll out professional development in schools. Several teachers attended teacher training. 1 x school.

## PROFESSIONAL DEVELOPMENT

- ACEL Conference, Brisbane, 2x staff
- CELF- 5 training x 5 staff
- ABLE psychometric training x 6 staff
- Positive Schools Conference x 3 staff
- Safeguarding Curriculum training x 1 staff
- Disability Standards for Education training x 13 staff
- Keeping Safe Child Protection Curriculum Train the Trainer x 4 staff
- NCCD Case Study & Imputed Disability Training
- NCCD Information Session for Non-Government Sector x 3 staff
- Instructional Coaching Beginners x 1 staff
- Springfox Resilience workshop x 3 staff
- CENT School & System Leaders Data Literacy Professional x 3
- Illume Inclusive Schools Conference x 1 staff
- National Aboriginal and Torres Strait Islander Eye Health Conference (NATSIEHC22) x 1 staff
- Raising Autistic Teenage Girls and Gender Diverse Youth Webinar x 2 staff
- Every student succeeding: Dyslexia in an inclusive education system x 2 staff
- Success for All Learners: Multi-Tiered Systems of Support x 1 staff
- Framework for Poverty x 6 staff
- Curriculum Framework for Children and Young People with Vision Impairment (CFVI): Digital Access (recordings) x 1 staff
- Raised Maths workshops (online) x 1 staff
- Accessible Assessment IE Forum x 1 staff
- Diverse Learners Conference x 1 staff
- The Zones of Regulation School Wide Implementation Training x 1 staff

## ADVANCED SKILLED TEACHER STATUS

The following teachers were awarded **Advanced Skilled Teacher Level 1** recognition from the first day of the school year in 2023 –

| Teacher name     | School name                       |
|------------------|-----------------------------------|
| Shannon Feldtman | St Mary's Catholic Primary School |

The following teachers were awarded **Advanced Skilled Teacher Level 1 Renewal** recognition from the first day of the school year in 2023 –

| Teacher name          | School name                                   |
|-----------------------|---|
| Geraldine Ballesteros | Sacred Heart Catholic Primary School          |
| Jon Raveney           | Our Lady of the Sacred Heart Catholic College |
| Lyndell Williams      | Holy Spirit Catholic Primary School           |
| Sally Seden           | St Paul's Catholic Primary School             |

No AST 2 applicants for 2022.

The following teachers were awarded **Advanced Skilled Teacher Level 2 Renewal** recognition from the first day of the school year in 2023 –

| Teacher name | School name                                   |
|--------------|---|
| Evelyn Gaces | Our Lady of the Sacred Heart Catholic College |



# PASTORAL CARE AND WELLBEING

## PASTORAL CARE & WELLBEING STANDING COMMITTEE

The Pastoral Care and Wellbeing 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

|                      |                                       |                                 |
|----------------------|---------------------------------------|---------------------------------|
| Shane Donohue        | Catholic Education Office             | (Leader) Principals' Consultant |
| Christine Sutherland | Catholic Education Office             | PCWB Coordinator                |
| Caroline Evans       | Catholic Education Office             | Professional expertise          |
| Lorraine King        | Catholic Education Council NT         | Parent                          |
| Christine Smith      | Catholic Education Office             | Professional expertise          |
| Reuben Johnson       | Mother Teresa Catholic Primary School | Principal                       |
| Sinead Walsh         | St Mary's Catholic Primary School     | Teacher                         |
| Anne-Maree Fewtrell  | Xavier Catholic College               | Deputy Principal                |
| Sunniva Antonucci    | St Joseph's Catholic College          | Principal                       |
| Lisa LeGros          | Catholic Education Office             | Professional expertise          |

|                      |             |        |           |            |
|----------------------|-------------|--------|-----------|------------|
| <b>Meetings 2022</b> | 16 February | 04 May | 03 August | 26 October |
|----------------------|-------------|--------|-----------|------------|

## PASTORAL CARE AND WELLBEING WORK 2022

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 2022 CEO PCWB Annual Improvement Plan.

In 2022, the work of the PCWB Catholic Education Standing Committee saw the Pastoral Care and Wellbeing Policy finalised which included the CENT Guidelines and Procedures. One of the



questions we often get is the understanding of how Pastoral Care and Wellbeing are different. The below is taken from the guidelines:

**Pastoral Care** refers to the overall climate of care that exists within a school. It includes the policies, processes, programs, and practices delivered at school level with the purpose of supporting and enhancing the wellbeing of the students.

**Wellbeing** can be defined as a person's level of satisfaction about the quality of their life at school. Optimal (or desirable) wellbeing is characterised by positive feelings and attitude, positive relationships with other students and staff members, resilience, and satisfaction with self and learning experiences at school. (Noble, McGrath, Roffey and Rowling 2008).

Part of this work saw the change of Pastoral Care and Wellbeing Co-coordinators where this is now a funded position in each of our schools (equivalent to a day a week of support time). With this, an updated version of the position description was created. We also worked with principals to also have the situation (where possible) that the PCWB Officer in schools was the Deputy Principal. It was felt that the need for a position of authority in a school to hold such a position was important to get traction of the work that schools were doing at a system level.

Christine Sutherland also oversaw the final draft of the Pastoral Care and Wellbeing Framework. This now sits with the other three frameworks that should be published and available to our schools early in 2023. As mentioned in our 2021 report, this work was supported by outside agencies in its creation and we thank them immensely for their support.

This year also saw the Principal Consultants finalise and implement the Leaders Wellbeing Framework. The guiding principles of the implementation plan are:

- Leadership is based on the model of Jesus as servant leader in fostering positive relationships and culture within school communities and as a system of schools within CENT.
- All leaders in CENT have a right to always feel safe and supported in their workplace.
- The uniqueness of each context and the experience and skill of each leader will influence the direction of their individual Implementation Plan.
- Structures that promote collegiality and support, such as leader networks is a critical element in the area of wellbeing for leaders.
- All leaders are required to be active participants in their own wellbeing through effective and integrated approaches to leadership development and formation.
- Defining clearly the expectations, roles and responsibilities of leaders is important when thinking about wellbeing for leaders.
- Leadership requires strategic thinking and planning to ensure sustainability and succession of leaders at all levels.
- Utilising effective change management strategies and processes will ensure new practices that support wellbeing for leaders are established and strengthen over time.
- Wellbeing for leaders requires collaboration and partnerships with the Catholic Education Office, the school communities and individual leaders, developing a culture of co responsibility and co accountability.



Whilst the Principal Consultants worked through a plan with our principals, it was expected that principals also worked through this plan with their own designated leadership team.

Work also began on our Pastoral Care and Wellbeing Google Page. This is very much in the beginning phase and will see growth into 2023.

Our Director, Mr Greg O'Mullane, also gave carriage of creating an appropriate survey for schools to use around Pastoral Care and Wellbeing. At the time of writing, we are still working through this process and should have a system approach to this during 2023.

Schools and CENT staff accessed:

- 18 visits/meetings with school leadership to review and develop whole school positive behaviour approaches
- 32 presentations at CEO on wellbeing and classroom management leadership strategies
- 12 school staff meeting presentations on whole school positive behaviour strategies and student/staff wellbeing
- 154 staff completed Safety Intervention training
- 100 staff completed Classroom Culture training







# 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

|                |                               |  |
|----------------|-------------------------------|--|
| 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                  |
| Cameron Hughes | St John's Catholic College    | Principals' representative               |
| Dan Ryan       | Darwin Diocesan Office        | Darwin Diocesan Development Fund         |

|                      |          |        |           |             |
|----------------------|----------|--------|-----------|-------------|
| <b>Meetings 2022</b> | 15 March | 1 June | 24 August | 22 November |
|----------------------|----------|--------|-----------|-------------|

## SCHOOL SERVICES

### HUMAN RESOURCES AND SAFETY

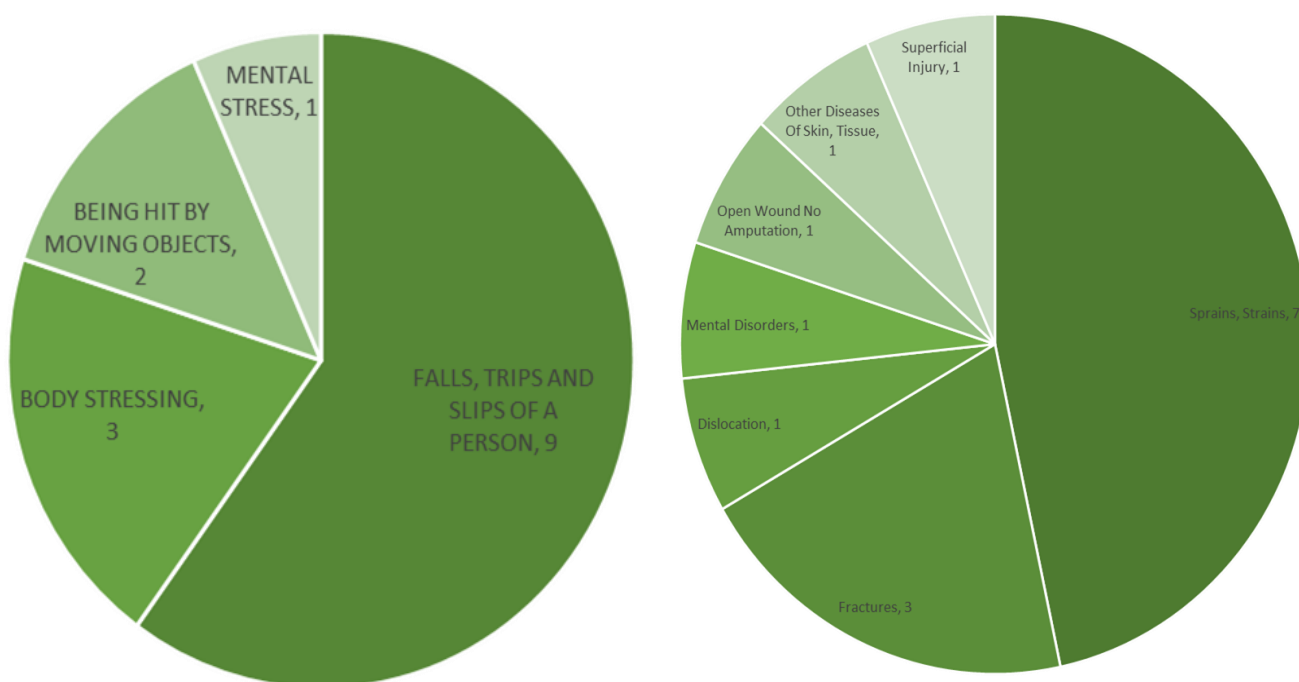
The 2022 financial year has seen a significant shift in the Human Resources and Work, Health and Safety functions at CENT. With the departure of the WHS Manager a decision was made to combine the management of the Work, Health and Safety with the Human Resources team to enhance the collaboration and cooperation of both services and provide a comprehensive and strategic service.

In August 2022, Phillip Howard joined Catholic Education Office (CEO) with a wealth of employment relations experience and filled the new role of Senior HR Officer. Later in December 2022, Ryan Cooney accepted the role of Manager HR & WHS. CEO has since solidified two additional roles for the HR and Safety team that are due to be filled in the coming months. These additional roles are the Work Health & Safety Officer and the Recruitment & HR Administration Officer.

A significant achievement for the team in 2022 was the successful negotiation and implementation of the Catholic Schools (Northern Territory) Collective Bargaining Agreement 2022. The Agreement was successfully voted in by a majority of staff in December 2022. Approval of the Agreement solidified the terms and conditions of employment for all CENT staff for the next three years, as well as ensuring our diocese remains competitive in the local employment market.

CENT saw a reduction in workplace injuries this year, down from 20 in the 2021 year to 14 in the 2022 year. However, total costs incurred as a result of these claims did increase in the 2022 year due to the seriousness of the injuries reported. The primary cause of workplace injuries remains as falls, trips and slips. The graph in **Figure A** below shows a summary of the cause and nature of CENT's workers compensation claims.

**Figure A:**



## INFORMATION COMMUNICATION TECHNOLOGY

### CIVICA EDUCATION SUITE

2022 saw the final school move from Maze to Civica Education Suite as CENT's enterprise School Information System, concluding a 4 year project. This achievement allowed for CENT to take advantage of SaaS (Software as a Service) delivery of CES - which included a major update in the software version, enhancements to billing, and reduced overall costs.

### GOOGLE WORKSPACE

CENT collaborated with support vendor DATACOM to move from Microsoft Exchange to Google Workspace (GW). GW presented a range of improvements and capabilities such as; Vastly increased mailbox size, true online collaboration and document sharing, modernised intranet, and improved communications through Email and Chat.

Google Workspace for Education Plus licensing has been made available to all Schools for staff and students, and Google continues to be among the market leaders in ICT for Education.

### MULTI FACTOR AUTHENTICATION

In response to increasing Cybersecurity industry threats and the commitment to protecting systems and users, CENT has implemented Multi Factor Authentication (MFA). MFA is a key strategy in ensuring risks to compromise are minimised whereby users must log on with a combination of username and password - with an additional security key/token.

The introduction of MFA can be complex and disruptive in any industry. CENT has not been immune to this and will continue to be responsive to users and find an appropriate balance. MFA is enabled on all centralised systems, and CENT will seek to incorporate MFA into all systems that hold sensitive data.

## **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.

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.

### **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 2022 the CEO established a school based shared-service finance hub providing greater flexibility and knowledge sharing between schools. CENT established a single payroll instance on 'Company 50' paving the way for ease of payroll processing and reporting across all CENT schools and CEO payrolls.

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

During the first half of 2022 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

### ROLLOUT OF TECHNOLOGY ONE TO ALL CENT SCHOOLS

In 2022, the rollout of Technology One software for Finance and Payroll was successfully completed. The final school, Our Lady of the Sacred Heart, Alice Springs went live on 1 July 2022.

This has been 7 years in the making and I would like to acknowledge Tom Pearse, who started us on the journey (but who retired from his position as General Manager of Finance, earlier in 2022) and Maricar Vivas, System Support Officer, without whom we would not have been able to complete this very important work for the Catholic Education NT System.

This is by no means the end though. We have now started work on enhancements and new modules. 2023 will see the Travel & Expense reimbursements, HR Recruitment and integration with a rostering software system called Human Force.

The Human Force Rostering and Award Interpretation project commenced at the end of 2022 and will allow further enhancements in the rostering of our staff, particularly in the Boarding and ELC/OSHC areas. There is also a future plan to better enhance our services in remote schools' payroll and also to better streamline the award-interpreted payroll data.

### ORGANISATION MANAGEMENT/COMPANY 50 PAYROLL SETUPS & ENHANCEMENTS

In 2022, we successfully migrated all schools and the head office payrolls to the new Organisation Management/company 50 setups. This was the first step to a more streamlined process for all schools and we, with assistance from Finance are now working on enhancements, such as automatic increment plans and business process automation.

### TECHONE-CES BILLING WEB SERVICE UPGRADE

As part of the Civica SaaS (Software as a service - Cloud) migration, we are also upgrading our web service which carries the Family debtor information between Civica billing and TechOne.

In 2022, we began testing on this and it will be completed in January 2023 in time for annual billing runs. The enhancements will make things faster in the long run and prevent the long waits we have experienced in prior years when one of the systems had an error.

## INFRASTRUCTURE

The Infrastructure team has continued working with schools and consultants assisting master plans for future projects throughout 2022. Including minor works for buildings and associated assets.

### ASSET MANAGEMENT SYSTEM (AMS)

The Infrastructure team has a new team member dedicated to the Tech One asset management (AMS) Daniel O'Brien. Daniel will be assist the infrastructure team with site inspections and the data migration into tech one.

There will be a number of building projects over the next 12 months of which some are BGA funded and others funded by school reserves.

## INFRASTRUCTURE PROJECTS 2022

| School                                      | Project   | Status  |
|---|---|---|
| Holy Spirit Catholic Primary                | The second 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 also now in the internal courtyard. The second stage of the security fence has now been extended down to Trower rd. Stage 3 will hopefully be completed in late 2023 | Completed August 2022                                 |
| Ltyentye Aputre Catholic School             | An upgrade of two staff houses at LACS have been completed late 2022.   | Completed December 2022                               |
| Saint Francis Xavier catholic school Nauiyu | Internal house renovation   | Completed December 2022                               |
| OLSH Wadeye                                 | Lot 644 compound Security fencing and concrete paving   | Completed mid 2022                                    |
| O'Loughlin Catholic College                 | Oval upgrade  | Completed March 2023                                  |
| Mackillop Catholic college                  | Perimeter security fence  | Completed October 2022                                |
| Xavier Catholic College                     | Art Room refurbishment, Covered walkways and toilet block refurbishment.  | Commenced November 2022 due for completion March 2023 |
| Sacred heart Catholic Primary school        | Re-roof of buildings A&C  | Completed July 2022                                   |
| Murrupurtiyanuwu Catholic Primary school    | Secure carpark enclosure  | Completed February 2022                               |
| St Pauls Catholic Primary School            | Fire alarm and detection system and Toilet block refurbishment  | Due for completion February 2023                      |

## NORTHERN TERRITORY BLOCK GRANT AUTHORITY (NT BGA)

During 2022 7 (six) BGA grants were awarded to CENT schools to commence work during 2023. All projects are supported by the CEO infrastructure team ensuring procurement and compliance requirements are met.

| School                              | Project   | Grant \$  |
|-------------------------------------|---|-----------|
| St John's Catholic College          | New CCTV  | \$78,000  |
| St Mary's Catholic Primary          | Passenger Lift  | \$150,150 |
| LACS                                | Renovation of teacher accommodation   | \$240,500 |
| OLSH Wadeye                         | Refurbishment of classroom, toilet block and staff accommodation which require re-roofing | \$147,500 |
| Holt Spirit Catholic Primary School | Repurpose old dental room into inclusion support workspace                                | \$156,000 |
| St Pauls Catholic Primary School.   | Passenger lift and disabled access ramps  | \$212,250 |
| St Joseph Katherine                 | Refurbishment of two office spaces and a staffroom into specialty class rooms             | \$214,500 |

## MEDIA, MARKETING, COMMUNICATION AND EVENTS

In 2022 saw the return of all social and physical events return to Darwin with and CENT well positioned within the community to ensure our 18 schools were well represented during at the **Royal Darwin Show, National Catholic Education Conference** and **Little People, Big Dreams Conference**.

The marketing department managed to provide free access to **Canva** Premium, an online powerful, design tool for school staff, teachers and students. CENT Marketing and Media coordinated the design of the **CENT Frameworks building on the work commenced with Leadership framework** launched in September 2021.

A significant Media and Marketing project included "**Capturing the Voice of previous Year 12 students**" with OLSH Alice Springs, Ltyentye Apurte, St Johns, O'Loughlin and Xavier Catholic Colleges all participating.

In the communication space, the department analyzed and intermediated **copyright** contracts for schools including, music and distribution photocopy and print material. Communication improvement across CENT was extended to include the **Our e-News** communicate (previous E-tech news) with a specific focus on educating schools on current enhancements and projects of the

CEO, alerting staff to future events and activities. **Our e-News** is delivered via email to all staff on week 10.

Marketing and Media played a key role in the design and development of a new intranet website called **Our CENT** replacing SharePoint. Our CENT will embed relevant information and pages of CEO support teams to all CENT staff and will be formally launched in 2023.

CENT brand awareness campaigns were featured offline via **newspapers, magazines, TV and Radio** ads as well as online with the recovery of the **CENT LinkedIn** page, **Google SEO** and **sponsorships** (Apple for the Teacher and the Royal Darwin Show broadcasted by Territory FM).

The marketing department also supported the infrastructure team with the redevelopment and update of the **Catholic Education Office outside signage**; branding banner; and location signs.

## CENT MARKETING CAMPAIGNS

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

- Magazines and Newspaper insertions:
  - “Relocation North” Magazine
  - “Territory Board of Studies” Awards – Special advertising feature
  - “Let’s Go Kids” Magazine and website
  - “AFL Record” Magazine
  - “Unity” Magazine
  - “My First Year” Magazine
  - “The Top Ender” Magazine
- Production of new CENT Branded products (Events and Orientation)
- World Teachers’ Day radio promotion, newspaper ad and LinkedIn post.
- Apple for the teacher Hot100 FM radio and website campaign
- Royal Darwin Show radio and website campaign and broadcast
- 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)

The Northern Territory News’ annual **Relocation North** ‘Welcome to the Territory’ guide assists in providing information to Australian Defence Force members and their families who are new to the Top End or considering the NT as their future home.

The magazine was distributed in NT News on Friday, February 18 and the digital campaign was delivered from Thursday, February 17 to March 17, 2022.

The online version is available [here](#).





- A special advertising feature in the celebration of the Northern Territory's outstanding class of 2021 students as part of the 2022 **NT Board of studies Awards**, supported by the Department of Education. 9 Catholic Education students have won in different categories.

The newspaper was published on Friday, February 25, 2022



- **LetsGoKids** Magazine had 50,000 copies produced and delivered from Tuesday, 29 March 2022, of which 30000 copies were delivered through Primary, Middle Schools and Childcare Centers in Darwin, Katherine & Alice Springs. (This represents basically all primary/middle school-aged families in the NT!) The magazines were topped up every 6-8 weeks throughout the year.



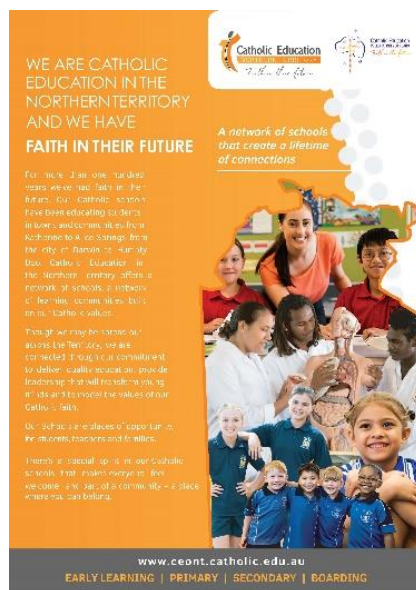
There were 4 x ½ page and a ¼ page editorials to promote Catholic Education Schools and in special: Our Lady of the Sacred Heart Alice Springs, Sacred Heart, St Francis of Assisi and MacKillop.



- Sports Entertainment Network has presented us with opportunities to be part of the **AFL Record Magazine** that are aligned with the 3 AFL matches played in the NT - Two games/issues in Darwin and one in Alice Springs.



- CENT has the back cover ad in every edition of **Unity Magazine**



- **“My First Year”** Magazine is an insert on NT News which showcased 2021 Transition students with an array of colourful photos, putting them in the limelight and creating an environment for schools and early education organisations to be involved.

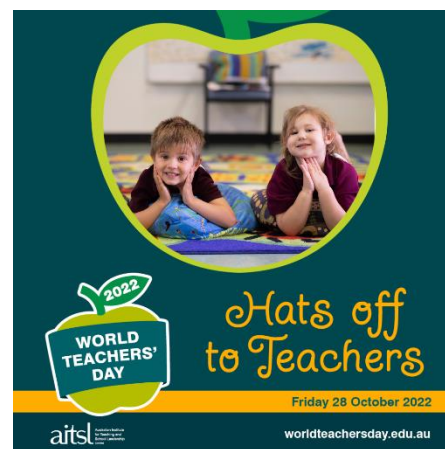


- **“The Top Ender”** Magazine is a not-for-profit publication that has enabled targeted communication to Defence personnel and their families across the Northern Territory. Released bi-monthly, each issue contains valuable information, entertainment and support services to the Defence community, alongside limited advertising space exclusively for local businesses and organisations - The CENT Ad was advertised on the Dec-Jan edition.





- **World Teachers Day** was celebrated on 28 October in NT (and Australia), an ad was inserted in the NT News on 28 October, and a post was made on CENT [LinkedIn page](#).



- CENT is a Supporting Sponsor of the **Apple for the Teacher** campaign with Hot 100 FM that elects the Top End's favourite primary school teacher!



- 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).

**BRANDING SCHEDULE**

Coverage in Darwin

Each month you will receive:

- 18 x 30 sec Morning spots (0600-0900)
- 19 x 30 sec Primetime spots (1800-2230)
- 140 x 15 sec ROS Bonus spots (0600-2400)

Total of 177 commercials on each station

That's 531 impressions each month

Plus inclusion on our filler list

\$4,413 + GST per month (Sep 22 - Aug 23)

**7 TWO 7mate** **SCA**

| Drive Show- \$2200 PER MONTH - TAILORED FOR CATHOLIC EDUCATION |  |
|--|--|
| Component  | Frequency per Month  |
| 30 Second Spots (BMAD)   | As per schedule - 108 spots including Bonus spots. The spot level has been increased due to your long term commitment.   |
| Segment Credits (Liners or Sweepers)                           | 3pm-6pm Drive- Thanks to sponsors Catholic Education NT, we have faith in their future, BMAD (Breakfast, Morning, Afternoon and Drive)   |
| Promo Credits  | 60 x Segment Promo Credits - Catholic Education in the Northern Territory, a network of schools across Darwin, Palmerston, Humpty Doo, Katherine, Alice Springs and a couple more in between...We have faith in their future |
| BONUS  | Logo & Company information on Territory FM Trade Directory Listing   |

## 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



## NEWS CORP SOLUTION 2

| ACTIVITY                 | DETAIL  | INVESTMENT  |
|--------------------------|---|-------------|
| Display Advertising      | We target your ideal audience whenever they live their lives online with a min of 75,000 impressions. 2 adverts sets for 2 different schools and audiences. | \$0.000     |
| Facebook Sponsored Posts | We will create 8 Facebook sponsored posts for 2 different schools and audiences, then advertise them to your ideal audience via their Facebook newsfeeds.   | \$0.000     |
| YouTube                  | We will place your ad in front of your target audience when they are on YouTube. Up to 8 TVCs for 2 different schools and audiences.                        | \$0.000     |
| Hyperlocal Display       | We target your ideal audience whenever they live their lives online with a min of 75,000 impressions. 2 adverts sets for 2 different schools and audiences. | \$0.000     |
| Reduced Club offer       | Receive your Tier 2 NT News Club package at the reduced Tier 4 club rate - this is an additional saving of \$22,949 per year.                               | \$1,600.000 |



**SET UP FEE** \$495.000 inc GST  
**MONTHLY NEWS XTEND ADVERTISING** \$1,600.000 inc GST



## CAMPAIGN OVERVIEW

Period: 01/04/22 - 30/04/22

| CHANNEL      | CONVERSIONS | IMPRESSIONS    | CLICKS       | CTR          |
|--------------|-------------|----------------|--------------|--------------|
| Display      | 437         | 186,034        | 211          | 0.11%        |
| Hyperlocal   | 385         | 49,788         | 156          | 0.31%        |
| Social       | 2           | 48,196         | 1,396        | 2.12%        |
| Youtube      | 80          | 140,509        | 80           | 0.06%        |
| <b>Total</b> | <b>904</b>  | <b>424,527</b> | <b>1,843</b> | <b>0.65%</b> |

## EVENTS AND CONFERENCES

- The 71st **Royal Darwin Show** occurred from Thursday 21 to Saturday 23 July 2022. The objective of the show includes but is not limited to promoting, encouraging and assisting the development of Education and cultural exchange intrastate, interstate and internationally.

After 7 years break, CENT was back in the show in 2022 with a 6x3 stall at the Ray Foskey Pavilion, which is on the ground floor and air-conditioned and a co-sponsorship with Territory FM which included 30 prime time promos and 20 live credit mentions in the week leading up to the OB, 12 guaranteed Morning and Drive spots on Show days, 30 x 30-second stand-alone BMAD spots to use with CENT's own message and website exposure and about 9 live chats which principals could promote schools' activities and the Catholic Education System in the Northern Territory.

22 CENT staff were involved in the stall with the participation of teachers, principals and CEO staff providing parents insights, hearing their enquires and promoting the Catholic Schools' services.





- The **National Catholic Education Conference 2022** was held in Melbourne and CENT attended displaying and promoting employment at our 18 schools and highlighting the work remotely.





- **Little People Big Dreams 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.



## INFRASTRUCTURE

- The marketing department also supported the infrastructure team with the redevelopment and update of the **Catholic Education Office outside signage**; branding banner; and location signs making sure it follows CENT brand style guide.

## SCHOOL ENROLMENTS 2022

|  | Primary     | Secondary   | Total       |
|--|-------------|-------------|-------------|
| St Mary's Catholic Primary School                        | 179         |             | 179         |
| St Paul's Catholic Primary School                        | 207         |             | 207         |
| Holy Spirit Catholic Primary School                      | 232         |             | 232         |
| Holy Family Catholic Primary School                      | 257         |             | 257         |
| Sacred Heart Catholic Primary School                     | 149         |             | 149         |
| St Francis of Assisi Catholic Primary School             | 81          |             | 81          |
| Mother Teresa Catholic Primary School                    | 294         |             | 294         |
| St John's Catholic College                               |             | 224         | 224         |
| O'Loughlin Catholic College                              |             | 583         | 583         |
| MacKillop Catholic College                               |             | 671         | 671         |
| St Joseph's Catholic College                             | 119         | 153         | 272         |
| Our Lady of the Sacred Heart Catholic College            | 376         | 319         | 695         |
| St Joseph's Catholic Flexible Learning Centre            |             | 99          | 99          |
| Xavier Catholic College                                  |             | 77          | 77          |
| Murrupurtiyanuwu Catholic Primary School                 | 166         |             | 166         |
| St Francis Xavier Catholic School                        | 55          | 39          | 94          |
| Ltyentye Apurte Catholic School                          | 94          | 27          | 121         |
| Our Lady of the Sacred Heart Thamarrurr Catholic College | 258         | 130         | 388         |
| <b>Total</b>   | <b>2467</b> | <b>2322</b> | <b>4789</b> |

## ENROLMENT TRENDS 2010-2022

| 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    |      |       |       |           |       |       |
| 2022    | 1213 | 1254  | 2467  | 1216      | 1106  | 2322  |

## ENROLMENT TYPE 2020-2022

| 2021         |      |       |       | 2022 |       |       |
|--------------|------|-------|-------|------|-------|-------|
|              | Boys | Girls | Total | Boys | Girls | Total |
| <b>Urban</b> |      |       |       |      |       |       |
| Primary      | 912  | 921   | 1834  | 931  | 963   | 1894  |
| Secondary    | 1063 | 1039  | 2102  | 1090 | 959   | 2049  |
| Total        | 1975 | 1960  | 3936  | 2021 | 1922  | 3943  |
| <b>ACCS</b>  |      |       |       |      |       |       |
| Primary      | 316  | 308   | 624   | 282  | 291   | 573   |
| Secondary    | 152  | 140   | 292   | 126  | 147   | 273   |
| Total        | 468  | 448   | 916   | 408  | 438   | 846   |

## INDIGENOUS ENROLMENTS 2010-2022

| Year | Urban   |           | Remote  |           | 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        |
| 2022 | <b>287</b> | <b>439</b> | <b>559</b> | <b>272</b> | <b>846</b> | <b>711</b> |

## ST JOHN'S CATHOLIC COLLEGE BOARDING STUDENTS 2010-2022

| 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        |
| 2022 | <b>59</b> |



## PRINCIPALS 2010-2022

|                  | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Religious Male   | 1    | 1    | 1    | 2    | 2    | 2    | 2    | 2    | 1    | 1    | 0    | 0    | 0    |
| Religious Female | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | 0    | 0    |
| Lay Male         | 4    | 6    | 7.5  | 11   | 10   | 5.5  | 6    | 8    | 7    | 7    | 8    | 8    | 9    |
| Lay Female       | 10   | 8    | 8.5  | 4    | 5    | 9.5  | 9    | 7    | 10   | 10   | 10   | 10   | 10   |
| Total            | 15   | 15   | 17   | 17   | 17   | 17   | 17   | 17   | 18   | 18   | 18   | 18   | 18   |

## TEACHER STAFFING 2010-2022

|           | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|-----------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Primary   | 183  | 180  | 184  | 187  | 198  | 191  | 188  | 193  | 195  | 188  | 175  | 181  | 239  |
| Secondary | 179  | 170  | 160  | 196  | 199  | 216  | 220  | 218  | 245  | 223  | 212  | 222  | 197  |
| Total     | 362  | 350  | 353  | 383  | 397  | 407  | 408  | 411  | 440  | 411  | 387  | 421  | 425  |
| Religious | 1    | 3    | 3    | 3    | 4    | 4    | 4    | 2    | 4    | 4    | 9    | 3    | 3    |
| Lay       | 361  | 347  | 350  | 380  | 393  | 411  | 412  | 413  | 436  | 407  | 383  | 418  | 422  |

## FINANCIAL STATISTICS – 2021

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

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

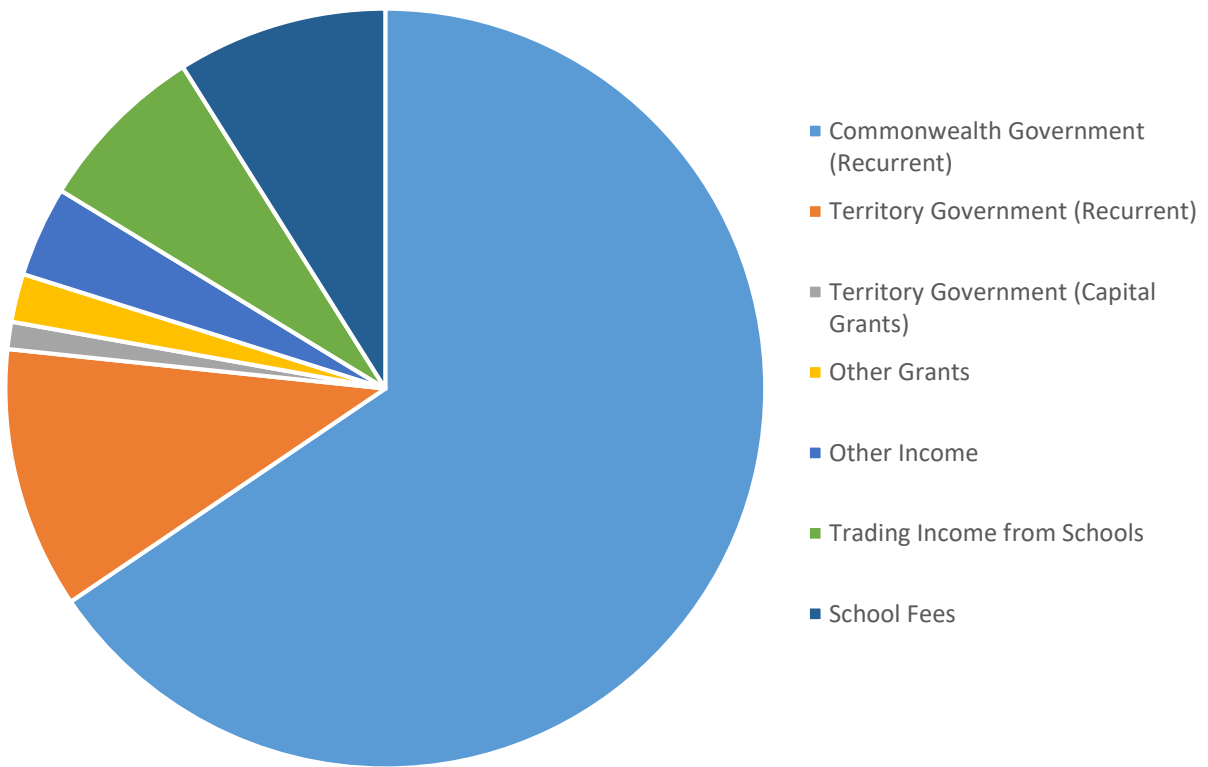
**NORTHERN TERRITORY GOVERNMENT PER CAPITA GRANTS****Statement of income and expenditure****For the year ended 31 December 2021****(Figures in \$)**

|                                      |            |            |
|--------------------------------------|------------|------------|
| <b>Income</b>                        |            |            |
| Northern Territory Government Grants |            | 14,730,857 |
| <b>Expenditure</b>                   |            |            |
| 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 \$)**

|                                      |           |           |
|--------------------------------------|-----------|-----------|
| <b>Income</b>                        |           |           |
| Northern Territory Government Grants |           | 4,304,749 |
| <b>Expenditure</b>                   |           |           |
| 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                        | Nauiyu (Daly River)            |
| SJCC     | St John's Catholic College                               | Darwin                         |
| SJCKK    | St Joseph's Catholic College                             | Katherine                      |
| SJCFLC   | St Joseph's Catholic Flexible Learning Centre            | Alice Springs                  |
| SHCPS    | Sacred Heart Catholic Primary School                     | Palmerston                     |
| SMCPS    | St Mary's Catholic Primary School                        | Darwin                         |
| SPCPS    | St Paul's Catholic Primary School                        | Nightcliff                     |
| XCC      | Xavier Catholic College                                  | Wurrumiyanga (Bathurst Island) |





*Faith in their future*

