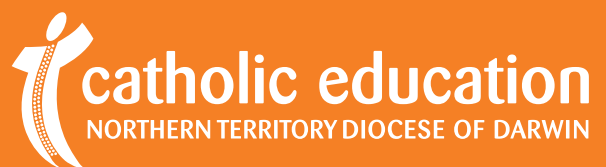


ANNUAL REPORT 2013

Catholic Education Office
Northern Territory



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LETTER OF TRANSFER



The Most Rev Eugene Hurley DD
Bishop of Darwin
GPO Box 476
Darwin NT 0801

Dear Bishop Eugene

On behalf of the Catholic Education Council of the Northern Territory, we are pleased to present you with the Catholic Education Northern Territory Annual Report for the year 2013.

Following the release of our Strategic Plan '*Towards 2017*' in 2012, the Catholic Education Council of the Northern Territory (CEC NT) and the Catholic Education Office (CEO) endeavours to pursue the culture and practice of continuous improvement in enriching the effectiveness of our schools in the Diocese.

The Report highlights the initiatives, activities, outcomes and accountability in the service and support that the Catholic Education Office provides to staff and students in our schools in the Territory.

We are thankful for the privilege of having dedicated men and women committed to creating success for the children in our care and to the creation of unique and exciting learning opportunities with '*faith in their future*'.

David Reilly
Chair
Catholic Education Council of
the Northern Territory

Michael Avery
Director of Catholic Education
Diocese of Darwin

6 June 2014



CATHOLIC EDUCATION COUNCIL OF THE NORTHERN TERRITORY

The Catholic Education Council of the NT (CECNT), established by the Bishop of Darwin, is the key advisory and consultative body on all matters relating to education within the Diocese; reporting to the Bishop. Members of the CECNT 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. The CECNT is the principal consultative body on education to the Bishop providing advocacy to the Australian Government and the Northern Territory Government. Council monitors and reviews the strategic directions of Catholic education in the Diocese and provides a representative forum for parents and Catholic communities, clergy and parishes on matters of education. Council also provides a conduit for other Catholic organisations in the Diocese for connected work in education and a formalised structure and relationship with the National Catholic Education Commission.

Membership - 2013

Membership of Council is drawn from a wide range of people to reflect and represent the interests of parents, priests, religious and teachers in the Diocese.

Diocese

Bishop	Most Rev Eugene Hurley, DD, Bishop of Darwin
Chancellor	Sr Elizabeth Little, fdnsc
Chair	Mr David Reilly
Deputy Chair	Vacant

Deanery Representatives

Schools	Br Paul Gilchrist, FMS Mr David Johns
Priests	Fr Leo Wearden, MSC
Parents	Vacant Vacant
Indigenous Representation	Vacant
Special Needs Representative	Mrs Maria Pia Gagliardo
Community Members	Mr David Reilly Mr Peter Caldwell Mrs Nicole Johnson
Teacher	Miss Margaret Flynn TBA
Religious Orders	
CatholicCare NT	Sr Rose Glennen, RSM
CEO Director	Mr Michael Avery
Ex-Officio	Mr Greg O'Mullane, Deputy Director School Services Mrs Sharon Duong, Deputy Director Teaching & Learning Miss Margaret Hughes, Leader of Catholic Identity

Council Executive (the Chair, the Deputy Chair, the Chancellor, and the Director of Catholic Education) meet another four times during the year to monitor and advance the work of Council.

Key discussions at these meetings furthered the progress of

- Revision of the School Improvement & Renewal Framework including review, renewal and follow up with schools
- Australian Education Act
- National Education Reform
- Stronger Futures National Partnership
- National Partnerships, National Education Agreement and other funding conditions
- Systemic Project Management
- Review of Early Childhood Care and Education
- Management of Early Learning Centres
- Territory and Australian Government funding
- Review, development and implementation of policies and procedures
- Introduction of the Learning Platform and SharePoint
- Systemic Work Health & Safety Strategies
- National Plan for School Improvement
- Overview of CEO structures and responsibilities 2014 and services and support of schools.

The Bishop approves policies and proposals on the recommendation of Council as required.

- Teacher Accreditation Policy
 - Accreditation A: to teach in Catholic schools in the Diocese of Darwin
 - Accreditation B: to teach Religious Education in Catholic Schools in the Diocese of Darwin
- Religious Education Policy
- Policy Statements on Bilingual Education in Indigenous Catholic Community Schools and Indigenous Languages and Culture.

Meeting dates: 23 March, 8 June, 4 September and 30 November



Council Standing Committees - 2013

The committees are in alignment with the School Improvement and Renewal Framework and the Strategic Plan. The following six Standing Committees, with designated convenors from the Catholic Education Office, were:

- | | |
|-----------------------------------|--|
| • Catholic Identity | Miss Margaret Hughes (Leader of Catholic Identity) |
| • Teaching and Learning | Mrs Sharon Duong (Deputy Director Teaching & Learning) |
| • Leadership | Mr Michael Avery (Director of Catholic Education) |
| • Finance, Resources & Facilities | Mr Greg O'Mullane (Deputy Director School Services) |
| • Pastoral Care & Wellbeing | Mrs Mary Cutjar (Senior Education Consultant – Urban Schools) |
| • Culture & Community | Mr Gerry McCarthy (Senior Education Consultant – Indigenous Catholic Community Schools (ICCS)) |

Membership of these Standing Committees is comprised of around six people, depending on specific expertise required:

- Convenor from the Catholic Education Office
- Personnel with specific skills (co-opt)
- One Principal representative
- CECNT or Parent representatives.

Catholic Identity Standing Committee

Members

Miss Margaret Hughes	Catholic Education Office (Leader)
Sr Rose Glennen RSM	Catholic Care, Darwin NT
Ms Robyn Craig	Catholic Education Office
Br Paul Gilchrist, FMS	Our Lady of the Sacred Heart Catholic College, Alice Springs
Mr David Finch	O'Loughlin Catholic College
Mr Sean Parnell	Parent and Community representative, Darwin

Meeting dates: 28 February, 15 May, 2 September, 29 November

Teaching & Learning Standing Committee

Members

Mrs Sharon Duong	Catholic Education Office (Leader)
Mrs Maria-Pia Gagliardo	Member, CECNT
Mrs Michelle Reynolds	St Mary's Catholic Primary School
Mr Cameron Hughes	Xavier Catholic College, Bathurst Island
Mr Shane Donohue	Holy Family Catholic Primary School
Mr Lindsay Luck	Sacred Heart Catholic Primary School
Mrs Mary Cutjar	Catholic Education Office
Miss Kate Roache	Catholic Education Office

Meeting dates: 20 March, 22 May, 4 September, 13 November

Leadership Standing Committee

Members

Mr Michael Avery	Catholic Education Office (Leader)
Mr Simon Duffy	St Mary's Catholic Primary School
Ms Bernadette Morriss	Holy Spirit Catholic Primary School
Mr Robert Burns	St Francis of Assisi Catholic Primary School
Mr David Johns	St John's Catholic College
Mr Ben McCasker	Xavier Catholic College
Ms Paula Wilson	O'Loughlin Catholic College

Meeting dates: 7 March, 7 June, 2 September, Meeting not held in November

Community and Culture Standing Committee

Members

Mr Gerry McCarthy	Catholic Education Office (Leader)
Mr Mark Pickham	St Joseph's Catholic College
Ms Mandy Jones	Holy Family Catholic Primary School
Ms Lockett Puautjimi	Xavier Catholic College
Mrs Jenny Cole	St Francis Xavier Catholic School
Mr Ian Marmont	Murrupurtiyanuwu Catholic Primary School
Dr Ailsa Purdon	Catholic Education Office

Meeting dates: 27 March, 24 May, August and November meetings not held

Pastoral Care and Wellbeing Standing Committee

Members

Mrs Mary Cutjar	Catholic Education Office (Leader)
Mr Anthony Hockey	St Paul's Catholic Primary School
Mr Simon Duffy	St Mary's Catholic Primary School
Mrs Paula Sellars	Holy Spirit Catholic Primary School
Miss Regina Glass	Our Lady of the Sacred Heart Thamarrurr Catholic College
Mr Michael Graham	St John's Catholic College
Mrs Janis Paterson	Our Lady of the Sacred Heart College
Mrs Beverly Hayes	St Joseph's Catholic College

Meeting dates: 7 March, 23 May, August and November meetings not held.

Finance, Facilities and Resources Standing Committee

Members

Mr Greg O'Mullane	Catholic Education Office (Leader)
Mr Michael Avery	Catholic Education Office
Mr John Fong	Catholic Education Office
Mr Tom Pearse	Catholic Education Office
Mr Peter Caldwell	Member, CECNT
Mr John Flynn	Chair, Darwin Diocesan Development Fund
Mrs Lauretta Graham	Principal, MacKillop Catholic College

Meeting dates: 6 March, 21 May, 20 August, and 19 November



CATHOLIC EDUCATION OFFICE DIOCESE OF DARWIN, NORTHERN TERRITORY

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

The achievement of this aim is greatly enhanced by schools in our diocese working closely in partnership with each other and with the Catholic Education Office (CEO).

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

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

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

- Policy advice
- Disseminating information pertaining to approved educational, pastoral care and administrative policies to schools
- Fostering their implementation and evaluating their effects in Catholic schools
- Reporting to the Catholic Education Council (NT)

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

OUR VISION

'To share our journey in faith, as followers of Jesus Christ, through our service to each other, our schools, parishes and the wider community'.

OUR MISSION

Faith

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

Service

We foster positive relationships with our school communities through our commitment to maintaining and enhancing quality support and service.

Collaboration

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

Diversity

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

Generosity

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



CATHOLIC IDENTITY

Religious Education

The Religious Education and the Teacher Accreditation Policies were both reviewed and updated and endorsed by the Catholic Education Council NT during Term 4.



The alignment of Journey in Faith to the Australian Curriculum was completed. Band Levels were separated into Year Levels. Ms Laura Avery moved to Darwin and continued on the writing project, joining the RE team part-time and providing some direct support for schools. Dr Margaret Carswell provided limited support to Network Meetings and offered external support with editing the writing project. There was a continuing focus on Assessment and Reporting and rubrics that is in the process of being updated.

The Indigenous schools' writing project continued and all units were completed at three levels (Early Childhood, Middle Primary and Senior) by the end of the year. All Sacramental Programs were developed and a Scope and Sequence plan developed with a focus on Assessment and Reporting. The units will be extended into separate year levels throughout 2014. Ms Robyn Craig provided direct support to Indigenous Catholic Community Schools for the implementation of the units and provided support in Assessment and Reporting.

Most communities were well represented. Dr Miriam-Rose Baumann attended most meetings on behalf of the school.

All units were uploaded to the Learning Platform for all schools to access.

MADE IN THE IMAGE OF GOD HUMAN SEXUALITY PROGRAM



The writing of the Being Sexual strand was completed. A full day workshop was offered to urban schools at the Catholic Education Office on the 'Being Sexual' Strand and workshops also occurred in schools.

National Partnership: Sacred Journey

SENIOR PATHWAY IN RELIGIOUS EDUCATION: CERTIFICATE III IN CHRISTIAN MINISTRY AND THEOLOGY

During 2013, Certificate III in Christian Ministry and Theology (CMT) was introduced at Xavier Catholic College, Wurrumiyanga, St John's Catholic College, Darwin and St Joseph's Catholic College, Katherine.

The Certificate III was introduced as a pathway for senior students to assist with achieving their NTCET. A contract with the Institute of Faith Education (IFE), Brisbane, was signed off by the Catholic Education Office for 2013-2014. Induction and Moderation days were presented by the IFE. MacKillop Catholic College was represented at these days in preparation for implementation of the program in 2014 with the advent of the first Year 11 cohort.

Implementation of the program proved to be a steep learning curve for all involved in meeting all accountabilities of the contract with the IFE. The support provided to schools by Mrs Julia Anderson, Education Officer Vocational and Flexible Learning was invaluable. An internal audit was conducted by the IFE towards the end of Semester.

Final results for 2013:

- Four students in Year 12 receiving the full Certificate III (based on RPL) for Modules 3 and 4.
- Twenty-six students in Year 12 were credited for Modules 1 and 2. Fifty-five students in Year 11 successfully completed Modules 1 and 2. Six students were yet to complete Modules 1 and 2.
- Four students in Year 10 from Xavier Catholic College have completed Module 1. These students took three terms to complete each module and have now commenced Module 2.

Most teachers delivering the course also gained the Certificate IV Training and Assessment. This was conducted by Edmund Rice Education Australia (EREA). Xavier Catholic College elected to undertake the course as a whole staff initiative and most staff have gained the certificate.

Discussions were ongoing with IFE regarding an ongoing contract as the RTO.



ART PROJECT (FAMILY AND COMMUNITY ENGAGEMENT)



This part of the project was designed to increase the confidence of Indigenous teachers and assistants by drawing upon their natural artistic strengths and deep spirituality using a new medium. Ms Janette Todd and Ms Robyn Craig introduced a new medium to the Indigenous Catholic Community Schools. Participants initially drew up individual designs and practised a new technique with the paints. The group then worked together to design their window. A painting on canvas was initially completed at each community and then selected artists brought the completed canvases to a workshop in Darwin to transfer the design to glass. All windows of the chapel at the Catholic Education Office were completed by the end of the year. The project was extended to include St Joseph's Catholic College, Katherine and the Indigenous Education Workers from across urban schools. During 2014 Ms Robyn Craig will continue to provide support to teachers and teacher assistants to pass their newly acquired skills on to students in their schools.

Resources

New resources for Religious Education were produced at Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga and Ltyentye Apurte Catholic School, Santa Teresa with the support of Ms Robyn Craig.

Professional Development

DIOCESE OF DARWIN LEADERSHIP CONFERENCE



What are we doing on earth for Heaven's sake? *Our mission to the real world of Australia*

This annual conference was held over two days in August at St Paul's Catholic Primary School, Nightcliff.

Guest presenter was Rev Dr Richard Leonard SJ, Director of the Australian Catholic Office for Film and Broadcasting, visiting professor at the Pontifical Gregorian University, Rome, lecturer at Jesuit Theological College Melbourne and the Broken Bay Institute, Sydney and bestselling author.

Fr Richard's personal and engaging presentation invited delegates to reflect deeply as individuals and a community on challenging questions, not least of all their relationship with Jesus.

How we picture Jesus destines so much of the relationship with him we live. As followers of Jesus, Fr Richard posed challenges to delegates: to discern the decisions, priorities and choices in our day-to-day lives, to proclaim our spirituality, and to examine our public prayer: liturgy & worship. How do we lead Catholic communities where our prayer is hospitable, bold, inclusive and Catholic?

In the final session, *"Where the hell is God? Holding to faith in the tough times."*, through personal narrative, Fr Richard invited delegates to examine the times in our lives when we are challenged, undermined and threatened by the things that happens to us, or those we love or to the community as a whole.

The final liturgy con-celebrated by Bishop Eugene Hurley, Fr John Kelliher and Fr Milton Arias was also an opportunity to bless the Catholic Indigenous Leadership Team (CILT) comprising leaders from each of the four Catholic Indigenous Communities with Catholic schools.

WORLD YOUTH DAY (WYD) RIO

Five staff representatives from across our schools joined the diocesan pilgrimage led by Bishop Eugene Hurley and headed to Brazil on 15th August 2013 for World Youth Day. The group participated in Mission Week in the Parish of Sao Judas in the Archdiocese of Sao Paulo. This was an experience of a parish on fire for God and spreading his love and truth with others. Their joy was infectious and over the week friends became family. Next stop was Rio de Janeiro for the WYD week, staying in the city with 1,500 other Australian pilgrims at a warehouse dubbed 'Aussie Central'. The group participated in Catechesis, the Stations of the Cross, the Aussie Gathering, the welcome to the Pope, the Pilgrimage Walk and the World Youth Day Mass with Pope Francis.

Three and a half million people assembled along the four kilometres of Copacabana Beach for the final Mass. In his homily Pope Francis urged pilgrims to reach out "to the fringes of society, even to those who seem farthest away and most indifferent. The Church needs you, your enthusiasm, your creativity and the joy that is so characteristic of you!" The music, singing and prayerfulness for many pilgrims made this Mass the pinnacle of WYD. It was a great celebration and great to be part of the second biggest Catholic gathering ever.

Last stop was the hills on the outskirts of Rio for a short retreat to unpack the experience and prepare for the way forward. It was a blessed time for all of pilgrims. There may have been fifteen in the NT pilgrimage but they carried the prayers of many others as their Blog was shared in 23 countries and had over 5000 hits (www.ntpilgrims.wordpress.com).

AUSTRALIAN CATHOLIC YOUTH FESTIVAL

Seventy-seven young people from across the Diocese of Darwin travelled to Melbourne in December 2013 for the Australian Catholic Youth Festival. They joined over 3,000 at the event which was held at the Australian Catholic University and Festival Hall. The schools which participated were:

O'Loughlin Catholic College, Karama
13 (including 2 staff)

MacKillop Catholic College, Palmerston
7 (including 2 staff)

St John's Catholic College, Darwin
6 (including 2 staff)

Our Lady of the Sacred Heart Thamarrurr
Catholic College, Wadeye
14 (including 1 teacher and 2-3 elders)

St Francis Xavier Catholic School, Nauiyu
7 (including 2 staff)

Xavier Catholic College, Wurrumiyanga
5 (including 2 staff)

The group from O'Loughlin Catholic College worked on a Diocesan Polo Shirt for the participants of the groups and Miss Benita Di Vincentiis, Diocesan Youth Co-ordinator compiled a journal of the event.

There was excitement on the Friday night plenary, where more than 3,000 young people filled Festival Hall in West Melbourne for a night of faith, fun and friendship. The crowd erupted with applause when Bishop Eugene Hurley declared, "This is an historic moment for the Catholic Church in Australia!"

The festival days were full of presentations, workshops and talks. Our students met many speakers including Fr Rob Galea, Fr Morgan Batt, Sr Hilda Scott, Mr Steve Angrisano. The Darwin Diocese Gathering on the Sunday morning after the Festival was a time to celebrate and reflect on the time in Melbourne. Participants gathered in small groups to share their experiences. Mr James Edwards finished the gathering by sharing the theme song with us.

Our diocese has received much praise from around Australia for the number of participants we brought and the energy and enthusiasm they shared with others. It was a great experience for our young people to encounter togetherness and the power of the Holy Spirit. Our students were not only proud Territorians but proud Catholic Territorians. In the words of Fr Rob Galea 'You don't need to be anyone else, you are your unique self, you are made in the image of God...you are awesome'.

To view highlight clips of the groups that travelled from the diocese, visit

www.youtube.com/user/NT



NATIONAL ECONFERENCE – THE GOSPEL OF ST MARK A CRUCIFIED AND RISEN MESSIAH

The econference was hosted live at the Catholic Education Office and parishes were invited to participate.

POST GRADUATE STUDIES IN THEOLOGY/ RELIGIOUS EDUCATION

The Broken Bay Institute and University of Newcastle presented face-to-face lectures in Darwin in January and June. Dr Margaret Ghosn MSHF presented the January unit: Biblical Studies: Foundations and Dan Fleming the June unit: Faith, Revelation and Theology.

STUDY INCENTIVE PROGRAM

During 2013, fifty applications were received for the Study Incentive Program (SIP) which provided funding towards fees for postgraduate studies. Refunds were provided upon provision of receipts to 23 claimants. The total expenditure of the Study Incentive Program was \$54,743. This expenditure includes claims for fees, and some travel and costs associated with providing face-to-face lectures in Darwin for three days each semester.

Masters

Nineteen applications were received and approved and twelve refunds were provided:

- Master of Theology/RE – 6 (75% funding towards fees)
- Master of Educational Leadership – 4 (75% funding towards fees)
- Master – Education (specialist areas) – 2 (50% funding towards fees)

Graduate Certificate Theology/RE

Twelve applications were received and approved and four refunds were provided (75% of fees)

- General Education (variety of courses) 19 applications were received and approved and 7 refunds were provided. (50% funding towards fees)

PRINCIPALS' RETREAT

The retreat took place on February 14 and 15 at Lake Bennett. The theme was 'Why are you weeping? Who are you looking for?' Jn 20:15. The facilitator was Br Robert O'Connor fms currently a member of the Mission and Life Formation Team for Marist Ministries. Br Robert brought with him a wealth of experience including three principalships in Catholic Education.



CATHOLIC IDENTITY DAY FOR ALL STAFF

Rev Dr Elio Capra SDB returned for the third and final year to present to all staff in all schools. The topic for 2013 was 'The Sacraments: What Difference Do They Make to Me?' There were three sessions: Symbols and Rituals in Daily Life, Symbols and Rituals in the Sacraments, Sacraments celebrating the purpose and meaning of our life.

The primary day for Darwin schools was at St Paul's Catholic Primary School, Nightcliff. The secondary day was hosted at St John's Catholic College, Darwin.





TEACHING AND LEARNING

Pre-Service Teacher Education

Growing Our Own (GOO)

In 2013, thirteen students were enrolled over the course of the year in the 'Growing our Own' pre-service teacher education program for Indigenous staff in Catholic schools, offered in partnership with Charles Darwin University and supported by Australian Government National Partnership funding. A key factor in the program is the capacity to offer the program on-site using flexible delivery modes to suit local context.

Two new students began at Wadeye (joining one continuing student), where a different approach was trialled to course deliver; enrolling students online and working closely with the local GOO Co-ordinator to deliver the material. This has been quite successful but not without challenges.

At Daly River, four students began and ended the year successfully completing a third of the course. The new model of 2 days delivery one week, 2 days group work the following week, and a highly committed GOO Co-ordinator, worked particularly well with this cohort.

One student from Katherine withdrew after a Semester; two students from Santa Teresa put their studies on hold for a time. Another student at this site will continue studies into 2014 and the final student at Santa Teresa completed all academic requirements before the end of 2013. All students will complete their final practicum in 2014.

Cynthia Page completed her Bachelor of Teaching and Learning at Bathurst Island in December 2013 and was appointed to the staff at St Francis Xavier Catholic Primary School, Nauiyu. Her official graduation was May 2014.

As part of their studies all students spent time at Charles Darwin University and on teaching rounds in urban schools. The time spent together created a strong bond across the group which one student has been able to grow using weblink.

Another highlight for the year was the 7.30 NT Report on the program which was filmed at Daly River and included the students speaking articulately and confidently about the benefits of GOO to themselves and the community.

There has been much discussion around future planning for GOO cohorts, particularly at Bathurst Island with the Year 12 graduates. Of this group, at least two intend to enrol in GOO in 2014.

A further focus in 2013 was the inclusion of some Religious Education studies (towards accreditation), as part of the course. We now have two avenues in place for students to complete undergraduate studies as part of their degree (and receive a credit unit), with either the Broken Bay Institute (BBI) or Australian Catholic University (ACU). The course work offered by ACU will be our preference at this stage.

At the end of 2013, twenty students graduated, of whom at least thirteen graduands taught in CENT schools during the year. A further three graduands taught outside of Catholic Education NT.

Partnership with CDU - Catholic Placement Schools (CAPS)

In 2013 the representative for Catholic Placement Schools (CAPS) Model for Charles Darwin University (CDU) liaised between Catholic schools and the University for Student Professional Experience Placements. The placements ranged from 10 days to 50 days depending on the course and the year of the student. Ten different courses were being studied by the students entering our schools. During Semester 2, twenty-one students were placed throughout our Catholic schools on placements, a similar number to Semester 1.

In 2013, the CAPS role extended to include representing Charles Darwin University at the exit interviews for students completing their final fifty day placements. Seven students (3 primary and 4 secondary) completed this final placement in NT Catholic schools during 2013. CENT schools were involved in the final exit interview required for completion of the Bachelor degree and registration as qualified teachers. Our engagement in this process provided a positive opportunity for CDU Bachelor of Teaching and Learning students to consider careers with CENT.

Early Childhood Education

The focus in early childhood education in 2013 continued to be implementation of legislation pertaining to Pre-schools, Early Learning Centres (ELC) and Out-of-School Hours Care (OHSC). In addition to professional learning and on-site visits, support was provided to Early Years educators through the Early Years Network. Further work was undertaken in developing common policies and procedures, and professional development to support ELCs and OHSC services to meet regulations and registration requirements. Examples of professional development included Mandatory Reporting, First Aid, management of Asthma and Anaphylaxis, due diligence and critical incident management.

The recommendations of the 2011 Review of Early Learning Centres and Education in Catholic schools continued to be implemented. There was a focus on updating Business Plans and ensuring corresponding budgets were in place.

A Position Statement was developed with the Early Years Working Group. The Teaching and Learning Standing Committee provided feedback.

An 'Aspiring Leaders for Learning' for the early years program and network was developed and advertised, and will commence in 2014.

A focus during the year was to determine an appropriate and consistent assessment tool. This resulted in the Assessment of Student Competencies (ASC) tool being selected as the agreed assessment tool for students in all pre-schools and long day care from 2014.

Australian Curriculum

The implementation of the Australian Curriculum History and Science T-10 was a significant aspect of the Teaching and Learning Team's work with our schools throughout 2013. Work continued on the consolidation of English and Mathematics T-10 implementation. The Cross Sectoral Working Group commissioned by the NT Board of Studies finalised the policy on curriculum T-10 to cover the transition from the Northern Territory Curriculum Framework (NTCF) to the Australian Curriculum. The policy and guidelines have been adopted in all schools.

Extensive work was undertaken on assessment and reporting of learner achievement against the Australian Curriculum achievement

standards. Particular attention was given to common assessment tasks, moderation, the use of rubrics for assessment and writing meaningful reporting comments during Curriculum Coordinator Network meetings throughout the year. Work continued on the designing of rigorous learning programs with particular attention to English as an Additional Language or Dialect (EAL/D) learners as well as students who have specific learning needs.

Student reports

The CEC Teaching and Learning Standing Committee considered student reports at its meetings in 2013, including:

- Need for a systematic approach for reports to be compliant;
- Various possible report formats;
- Clarity required by all schools that written reports describing student progress as well as achievement are required for each subject studied;
- Direction needed from CEO that the A-E grades refer to the level of student achievement at year level; and
- Descriptors of A-E grades.

Middle Years

During Semester 2 2013, the Catholic Education Office (CEO) Darwin initiated the Aspiring Leaders for Learning in the Middle Years Network to 'provide a supportive Network that informs, engages and challenges members and inspires discussion, debate and action in our schools that ultimately leads to improved student learning outcomes for students in the middle years (Years 5-9)'.

Eleven teachers from seven urban and two Indigenous Catholic Community Schools have joined this network which will continue to the end of 2014. Each participant engages in an action research project designed to focus on an aspect of middle years learning in their school context.

Project topics include:

- ICT in the classroom: How does it impact engagement in learning?
- Increasing attendance
- iPads for literacy learning
- Leading middle school policy and procedures

- Transition into secondary school
- Academic, social and mental health with the transition between year levels and schools
- Collaborative teaching in Year 5-6
- Developing an understanding of middle years in our school context

During network meetings attention is given to building leadership capacity, leading for effective change and collegiate support.

In 2013, Ltyentye Apurte Catholic School, Santa Teresa consulted with their community to reinforce the importance of middle years schooling, and from 2014 will offer a middle school program focusing on Years 6-9.

Vocational Education

Vocational Education and Training (VET) was undertaken by four urban secondary schools with urban schools accessing various courses through Registered Training Organisations (RTO's) such as Charles Darwin University. Two Indigenous Community Catholic Schools (ICCS) had courses delivered at the school.

In order to increase the availability of VET in schools, the Certificate IV Training and Assessment was delivered to twenty-two of our teachers at the Catholic Education Office. This enabled teachers with industry backgrounds to become trainers and deliver training to students at the school. Eleven staff delivered courses including Construction, Community Services, Conservation and Land Management and Christian Ministry & Theology (CMT).

During 2013, the Certificate III Christian Ministry and Theology (CMT) was introduced at St Joseph's Catholic College, Katherine, St John's Catholic College, Darwin and Xavier Catholic College, Wurrumiyanga. This two year course is being delivered to over 100 students both in urban and ICCS with other schools looking to implement it in 2014 and 2015.

Flexible pathways were highlighted as an important area and as such students were able to access Work Ready Pathways, School Based Apprenticeships and online learning using Open Education.

A selection of modules from the Department of Education Pre-VET course was delivered in several of our schools to introduce middle years students to various job options and the numeracy and literacy involved in each pathway.

A focus in 2014 will be on careers, pathways and transition in our schools catering for middle and secondary students to ensure every young person has skills and knowledge for life long career management.



Left to Right:
 Sharon Duong - Deputy Director, Teaching & Learning
 Katelin Webster - ST Joseph's Catholic College, Katherine
 Her Honour the Honourable Sally Thomas - AIM, Administrator of the Northern Territory
 Sharon Bell - Deputy Vice Chancellor, Charles Darwin University

Senior Secondary Education

Extensive support was provided by Catholic Education Office (CEO) to two of our schools in particular in implementing senior years provision. MacKillop Catholic College, Palmerston planned extensively for the implementation of senior years provision beginning with Year 11 in 2014. St Joseph's Catholic College, Katherine implemented Year 11 in 2013 and also focused on scoping the provision for Year 12 in 2014. A key focus of this work was to ensure that Middle Years programs are well planned to provide a seamless transition to the senior years of learning.

The Catholic Education Office facilitated a consultation to review the future provision of senior secondary education with the Indigenous and non-Indigenous leaders of Our Lady of the Sacred Heart Thamarrurr Catholic College (OLSHTCC), Wadeye. This consultation will be followed up with a senior years future plan.

Information entitled '*Planning for senior years provision in Catholic School Communities*' (dated 28/05/13) was forwarded to all schools offering or planning to offer senior secondary provision.

A particular highlight and testament to the work of staff at Xavier Catholic College, Wurrumiyanga was the graduation of six students on Bathurst Island with their Northern Territory Certificate of Education and Training. In part, this success reflected the introduction of the Certificate III in Christian Ministry and Theology in Catholic senior secondary schools in 2013, (discussed in the Religious Education Section of this Annual Report).

The achievements and work of a number of Year 12 students in Catholic schools was celebrated at Exit Art, Contemporary Youth Art of Northern Territory Year Twelve Students 2013.

NT Board of Studies awards recognised outstanding achievement by the following students in 2013:

CERTIFICATES OF MERIT

Health	Ashleigh Ascoli	O'Loughlin Catholic College, Karama
Mathematical Studies	Cameron Brown	Our Lady of the Sacred Heart Catholic College, Alice Springs
Indonesian (continuers)	Angela Rumaseb	St John's Catholic College, Darwin

AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION (NT) HEALTH AND PHYSICAL EDUCATION AWARD

Ashleigh Ascoli	O'Loughlin Catholic College, Karama
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NORTHERN TERRITORY INDIGENOUS EDUCATION COUNCIL NORTHERN REGION, INDIGENOUS NTCET with VET AWARD

Dani-Lee O'Neil	O'Loughlin Catholic College, Karama
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CHARLES DARWIN UNIVERSITY TOP TEN AUSTRALIAN TERTIARY ADMISSION RANK AWARDS

Cameron Brown	Our Lady of the Sacred Heart Catholic College, Alice Springs
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NORTHERN TERRITORY BOARD OF STUDIES - YEAR 11 VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS AWARD

Katelin Webster	St Joseph's Catholic College, Katherine
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TOP TWENTY 2013 NTCET FINAL YEAR STUDENTS

Cameron Brown	Our Lady of the Sacred Heart Catholic College, Alice Springs
Himanshu Soni	Our Lady of the Sacred Heart Catholic College, Alice Springs

CHIEF MINISTER'S MOST OUTSTANDING STAGE 2 NTCET INDIGENOUS STUDENT OF 2013

Ashleigh Ascoli	O'Loughlin Catholic College, Karama
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SOUTH AUSTRALIAN CERTIFICATION OF EDUCATION (SACE) BOARD – MEMBER APPOINTMENT

Mrs Sharon Duong, Deputy Director of Teaching and Learning was appointed as a Deputy SACE Board member in July 2013. The NTCET is based on the South Australian Certificate of Education (SACE).

Advanced Skilled Teachers

ADVANCED SKILLED TEACHER LEVEL (AST 1) RECOGNITION (WITH EFFECT FROM THE FIRST DAY OF THE 2014 SCHOOL YEAR):

(Congratulations to the following teachers)

Dawn Beasley	O'Loughlin Catholic College, Darwin
Susan Marshall	Our Lady of the Sacred Heart Catholic College, Alice Springs
Sharon Norgren	Ltyentye Apurte Catholic School, Santa Teresa

ADVANCED SKILLED TEACHER LEVEL 1 (AST 1) RECONFIRMATION (WITH EFFECT FROM THE FIRST DAY OF THE 2014 SCHOOL YEAR):

(Congratulations to the following teachers)

Keiko Nishimura	Our Lady of the Sacred Heart Catholic College, Alice Springs
Evelyn Gaces	Our Lady of the Sacred Heart Catholic College, Alice Springs
Lyn O'Shannessy	St Paul's Catholic Primary School

Information and Communication Technology (ICT) for Learning

First purchased in 2011, the vision of the Learning Platform was to:

- provide all schools within Catholic Education NT access to a secure web based platform for the storage and retrieval of information,
- provide access to a collaborative online environment for the sharing of ideas, and
- provide resources and a communication tool for use by schools and families.

Consultancy and technical support continued to be offered to schools to implement the Civica Learning Platform and training provided to new staff during 2013.

Emerging theme from this work included the most effective digital tools and pedagogies to support e-learning, sustainable infrastructure and cyber-safety.

A Working Group will be formed in 2014 to provide systemic direction in these areas.

Literacy and Numeracy

Australian Government funding through the Smarter Schools and Stronger Futures National Partnerships provided for systemic consultancy support and professional development to the Indigenous Catholic Community Schools, St John's Catholic College, Darwin and St Joseph's Catholic College, Katherine throughout 2013.

Literacy and Numeracy Consultants in the Teaching and Learning Team supported staff with in-school observations, student assessments and advice on curriculum, planning teaching and learning programmes, assessing student learning, pedagogy and resources.

National Partnerships funding enabled Catholic Education NT to continue to support high quality professional development in literacy and numeracy including Accelerated Literacy (AL), First Steps In Mathematics Professional Development and Teaching Handwriting, Reading and Spelling Skills (THRASS).

Evaluation of the professional learning provided included the following highlights:

- a whole school foci in most schools;
- benefits of an ongoing professional development model;

- opportunity for teachers across ICCS to network;
- Inclusion of Assistant Teachers in the First Steps workshops; and
- increased teacher capabilities.

Nine eligible schools received grants of \$75,000 per school under the Improving Literacy and Numeracy National Partnership to implement specific programs to improve literacy or numeracy outcomes for Indigenous students. Analysis of the outcomes showed significant gains in student learning. Case studies were provided from two schools as part of the reporting requirements.

Three urban schools received significant funding of \$200,000 - \$300,000 each in the period 2012-2014 to improve Indigenous student outcomes. The Focus Schools Next Steps and Investing in Focus Schools Initiatives were an Australian Government commitment to directly assist selected schools across Australia to close the gap. School-based initiatives focused on attendance, community engagement and literacy and numeracy.

Australian Government Quality Teacher Program (AGQTP)

The Australian Government Quality Teacher Program (AGQTP), a Commonwealth program, provided funding to non-government educational authorities in each state and territory to improve the quality of education delivered to Australian primary and secondary students.

The projects and activities offered in 2013 focused on professional learning for teachers and school leaders and included:

- Science in a Box – 30 participants
- 2013 ACSA Conference – 6 participants
- Managing challenging behaviours in primary and secondary schools:
Bill Rogers workshop – 33 participants
- Numeracy workshops – 88 participants
- Online professional learning courses:
understanding and managing behavior
and understanding autism spectrum disorder
– 18 participants
- Rainbows grief and loss workshop – 37 participants
- ICT whole school approach at Holy Family Catholic Primary School – 3 participants

Ongoing commitment has been made in building up teaching and learning resources to support literacy and numeracy programs, in particular, in our schools. 2013 was the final year of the AGQTP Program.

Inclusion Support Services

In 2013 the Inclusion Support Services Team created parity in funding across all schools, with maximum funding per student in Indigenous Community Catholic Schools being raised to parity with urban schools, i.e. a maximum of 10 hours per week per student. This had a significant positive impact on levels of funding in remote schools.

The Team continued to implement relevant recommendations from a review of services for students with disabilities held in 2012, including reflection with Inclusion Support Coordinators. The model for Inclusion Support Coordinators Network meetings was changed to a two-day conference twice per year and a rigorous professional development and support program implemented.

Other key priorities for the Team in 2013 included:

- Initiating work on developing a data base (INSPIRE) for information regarding students with disabilities, to meet system needs and include data for the national data collection
- Trialing and roll out of processes for the national data collection, including levels of adjustment
- All schools had DSE & DDA training with new staff doing the online training through the University of Canberra
- Continued implementation of professional learning and services to schools, including those funded under the national More Support for Students with Disabilities initiative.

Development of a Position Statement on Gifted and Talented Education was led by the Leader of Inclusion Support Services through a working group and then through the Teaching and Learning Standing Committee. The Catholic Education Council approved the Position Statement in November 2013 directing the Working Group to consider developing a policy in 2014. The new software program (INSPIRE) will enable schools to create an individual education plan for gifted and talented students for teachers to access and use.





LEADERSHIP

School Improvement and Renewal Framework

The review of Catholic Education's School Improvement and Renewal Framework (SIRF), and development of a renewed Framework and resources for use by schools in their planning for school improvement was finalised during 2013. The documents were endorsed by the Catholic Education Council NT. Planning for a launch in early 2014 commenced. All resources were placed on SharePoint.

The Executive and senior leaders of the Catholic Education Office met with each school leadership team on-site to discuss school strategic and annual priorities for improvement.

Catholic Education Office Services and Model

A review of Catholic Education Office services and delivery model led by an independent consultant made a number of recommendations for change. As a result, a new organisational chart depicted line management responsibilities with greater clarity. Some re-structuring of Teaching and Learning Team positions and services was undertaken.

Australian Education Act 2013

Significant work was undertaken in 2013 in negotiating with both the Northern Territory and Australian Governments for ongoing funding. The Australian Education Act 2013 and associated Regulations required a published Implementation Plan for 2014-2017. The Plan outlines CENT's actions for 2014-2017 that will lead to the improvements envisioned in each of the following Objects of the Act:

1. Overall Improvement
2. Quality Teaching
3. Quality Learning
4. Empowering School Principals
5. Transparency and Accountability
6. Meeting Student Needs.

Project Management Framework

The Project Management Framework (PMF) has been operating within the system since 2011.

The findings of a survey conducted in June 2013 on the progress of the PMF including support revealed the following outcomes:

- Projects are tested more rigorously prior to starting
- Transparency and accountability of projects
- Reduction of scope creep
- Strategic focus
- Greater ownership of vision and outcomes to project managers at both schools and the office
- Shared ownership and approach to project management across the system.

2013 PMF PROJECTS

PROJECT NAME	LOCATION	FUNDING AGREEMENT
P-12 Educational Precinct	Xavier Catholic College and Murrupurtiyanuwu Catholic Primary School	Smarter Schools National Partnerships (SSNP)
Counselling for Health	Xavier Catholic College and Murrupurtiyanuwu Catholic Primary School	SSNP
Japalinga Mob	Xavier Catholic College	SSNP
Ngambara Fimityatit	St Francis Xavier Catholic School	SSNP
World Learning Opportunities	Ltyentye Apurte Catholic School	SSNP
Rainbows and Revolutions	Ltyentye Apurte Catholic School	SSNP
Engaging Urban Students	St Joseph's Catholic College	SSNP
Site Based Professional Learning	St John's Catholic College	SSNP
Student Well Being Wrap	St John's Catholic College	SSNP
Family and Community Engagement	St John's Catholic College	SSNP
Senior Years	St Joseph's Catholic College	School funded
AFL School of Excellence	St John's Catholic College	SSNP
Special Needs	Our Lady of the Sacred Heart Thamarrurr Catholic College	Special Needs
Student Anchor Partnership	St John's Catholic College	SSNP
Da Ngimalmin	Our Lady of the Sacred Heart Thamarrurr Catholic College	Da Ngimalmin
Growing Our Own	ICCS	SSNP
Indigenous Catholic Community School Team	ICCS	SSNP
Indigenous School Leadership	ICCS	SSNP
Literacy and Numeracy Training	ICCS	SSNP
Discourse and Discernment	ICCS	SSNP
ESL Course Participation	ICCS	SSNP
Remote Employee Assistance Program	ICCS	SSNP
School Improvement and Support	ICCS	SSNP
Asset Management	ICCS	SSNP
Managing Today's Workforce for Tomorrow	ICCS	SSNP
Motor and Perceptual Foundation	ICCS	SSNP
School Business Management Improvement Framework	ICCS	SSNP
School Nutrition Program	ICCS	School Nutrition
Additional Teachers	ICCS	Additional Teachers
Creating Real Jobs	ICCS	Creating Real Jobs
Sacred Journey	ICCS	SSNP
Improved Literacy and Numeracy NP 2	Holy Family Catholic Primary School Ltyentye Apurte Catholic School St Francis of Assisi Catholic Primary School Our Lady of the Sacred Heart Thamarrurr Catholic College St Joseph's Catholic College St John's Catholic College Xavier Catholic College Murrupurtiyanuwu Catholic Primary School St Francis Xavier Catholic School	
Project Management	Systemic	SSNP
RM Learning Platform	Systemic	Empowering Local Schools
Strategic Coordination	Systemic	SSNP

Focus Projects

Rainbows and Revolutions (2011-2013)

The Rainbows and Revolution Project at Ltyentye Apurte Catholic School over three years focussed on achieving improved educational outcomes for students through engagement of families and communities with the school at Santa Teresa.

The project resulted in improved student emotional wellbeing; strengthened family and community engagement in the school, improved school attendance and enhanced literacy and numeracy skills.

The project owes its success to the initiative taken by former principal, Mr Greg Crowe in his tireless efforts in laying the foundation of strengthening family and community engagement in the school. The school is now proud of the brilliant production of a new school uniform, the creation of a new school logo, and development of new school signs in English and Arrante.

The project has enabled the students to gain rich experience of their history and culture and nurture a sense of identity through organised bush trips and cultural excursions.

FATHER'S DAY LITURGY



ARLTUNGA EXCURSION



SCHOOL SIGN PROJECT PROGRESS



YEAR 8 BUSH TRIP WITH THE CLC RANGERS



YEAR 8 BUSH TRIP WITH THE CLC RANGERS



Student Well Being Wrap (2011-2013)

The Student Well Being Wrap Project at St John's Catholic College, Darwin run over the last three years focussed on Indigenous boarding students having access to health and wellbeing services to optimise their full participation in academic, educational and recreational activities of the College away from home.

The project facilitated support for students to transit comfortably into boarding life at the College and ensured their healthy and safe return to their communities. Boarding students were promptly assessed and effectively managed for their physical, mental and emotional wellbeing needs to enable them to fully engage in College life and for their healthy return to their communities.

Data collected during this period clearly indicates an improvement in the overall health of students over the three years.

Senior Years Project (2012-2014)

The Senior Years Project at St Joseph's Catholic College, Katherine commenced in 2012 and is due to conclude in 2014 with the aim to establish a senior years area on the campus.

The College endeavours to provide a holistic educational process for students from the Early Learning Centre to Year 12 providing courses adapted to individual needs through academic education leading to tertiary education and work based education leading to apprenticeships and VETiS courses providing students with a choice in career pathways.

The College is focussing on curriculum, infrastructure, staffing, resource, information communication and technology and communications strategy and developing partnerships with other learning sites such as Katherine High School; NT Open Education Centre; Open Access College SA; NT Catholic Colleges and other Colleges that may support individual specialist subject choices that need outsourcing.

A combination of school based teaching subjects through the Northern Territory Open Education Centre (NTOEC) and the Charles Darwin University, Vocational Education Training in Schools (VETiS) program provided students with a broad range of subjects during 2013.

During 2014, senior students, especially those in Year 11, will be provided a broader range of courses through VETiS, and History will be offered through the employment of a senior History teacher.

The VETiS subjects in a range of Certificate levels will be offered to Year 9-12 cohorts in 2014.

Improved Literacy and Numeracy (2012-2014)

The following schools are involved in the Improved Literacy and Numeracy Project with a focus on the 2013 school year:

- Holy Family Catholic Primary School;
- Ltyentye Apurte Catholic School;
- St Francis of Assisi Catholic Primary School;
- OLSH Thamarrurr Catholic College;
- St Joseph's Catholic College;
- St John's Catholic College;
- Xavier Catholic College;
- Murrupurtiyanuwu Catholic Primary School;
- St Francis Xavier Catholic School

The main aim of this project was to improve the performance of students falling behind in literacy and/or numeracy, including targeting groups with a particular emphasis on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students, in participating schools.

The objectives of the project were to provide effective evidence based teaching approaches across participating schools; sharing of effective based teaching approaches across schools and effective data collection and assessment practices.

Steady progress was made by all participating schools with significant growth apparent in reading levels and numeracy skills across some schools. Eight of the nine CENT schools focussed on literacy with the ninth school focussing on numeracy.

A significant highlight of this project was an improvement in assessment procedures, data collection and analysis by participating schools. The emphasis on assessment, data and student outcomes ensured that schools remain diligent and rigorous in assessment practice resulting in teaching practice being tailored based on learning experiences specifically to meet student needs.



Over the course of the project, the level of teacher engagement in student assessment data and using the data to plan for student learning needs became more evident in teacher planning and programming. The major challenges to project implementation were in staff retention and in some cases ineffective teaching practice, absenteeism and high student turnover that impacted the effectiveness of this project.

Total number of participating students: 223

Total number of participating ATSI students: 201

Formation Review

The Formation Review system was developed at the Catholic Education Office (CEO) in 2012 and was implemented at the CEO and schools during 2013.

The Formation Review system has facilitated staff members to review their work and exchange feedback through meetings with their Supervising Colleagues. The meetings provided an opportunity for Staff Members to reflect and review their work in relation to their position descriptions, to align their work and contribution to the Annual Implementation Plan (AIP), and identify training needs to improve their contribution to the services that they provide.



COMMUNITY AND CULTURE

Catholic Indigenous Leadership Team (CILT)

Indigenous Catholic Community Schools have a proud history of Indigenous leadership engagement. In 2012 the celebration of "Sharing Our Learning" became the catalyst for the emergence of CILT in 2013, a system focussed Catholic Indigenous Leadership Team with specific goals and objectives closely aligned with school leadership teams and School Improvement Renewal. In July CILT was formally commissioned by Bishop Eugene Hurley to continue to nurture and sustain growth in Indigenous Catholic Community Schools and to build and maintain a real identity in Catholic Education NT.

CILT conducts Indigenous school leadership meetings in ICCS schools and also meet each term at the Catholic Education Office working with the Indigenous Workforce Consultant and the Principal Consultant ICCS in preparation to take on greater leadership and administrative responsibilities in community schools.

Community and Culture

Throughout 2013 CEC Community and Culture (C&C) Standing Committee maintained its focus on ensuring that each school developed and maintained clear Community and Culture goals and objectives.

The C&C Standing Committee met regularly, however, because some members were from remote or regional settings meetings were often conducted by teleconferencing.

The committee's actions included

- Circulation of goals and objectives to schools and ensuring schools are familiar with these
- Initiation of school and community links
- Ensuring there was a C&C representative or committee in each school
- Construction of a home page on the Learning Platform for schools to engage with
- Ensuring each school has C&C Annual Strategic Implementation Plan

Orientation

Planning for Orientation 2013 commenced in Term 3 of 2012. The Orientation Program for new teachers joining our schools in the Territory was conducted at the VIBE, Darwin Waterfront on 23, 24 and 25 January 2014.

The opening ceremony was conducted on the lawns on the Waterfront and featured a traditional Welcome to Country and a smoking ceremony. The Orientation Program over the three days provided a forum on introduction to life in the Territory, our schools and provided an opportunity to develop personal and build community relationships. The Welcome evening organised at the Crocosaurus Cove, Mitchell Street was greatly appreciated by all attendees.

CILT members contributed to the program leading in the liturgy, ceremonies and providing introductions to key presentations. Teaching and Learning presentations focussed highly on curriculum issues related to teaching in ICCS.



PASTORAL CARE AND WELLBEING

Initiatives in Pastoral Care and Wellbeing were diverse in 2013, and focus areas included:

- Establishment of Pastoral Care and Wellbeing teams in each school
- Staff are familiar with the guiding principles of the National Safe Schools Framework
- School Wide Positive Behaviour is now available on request to roll out in schools.
- A document (Whole School Behaviour Management Guidelines) was drafted by the Leader of Inclusion Support Services to support schools in strengthening their practices in this area.
- On-line professional development courses in behaviour management
- Support for schools by a psychotherapist in 2013, in particular supporting staff and student wellbeing and students who had experienced trauma
- Professional development in the Rainbows Grief and Loss program
- Ongoing collaboration with Catholic Care, including counsellors for each school
- Development of a mandatory reporting policy
- Suicide post-vention support.

A workshop by the National Committee for Professional Standards early in the year gave a heightened sense of urgency to developing a cohesive approach to policy, procedures and practise in relation to ensuring safe environments for students and staff in Catholic schools in the NT, inclusive of wellbeing, protective practices and post-vention strategies. Each Diocesan agency was required to self-audit against the Integrity in the Service of the Church. The National Committee for Professional Standards document Safe Church Organisations was considered a useful resource for the basis of an overarching Child Protection Policy, and worked commenced in 2013.

The Pastoral Care and Wellbeing (PCWB) Standing Committee of the Catholic Education Council (NT) focussed their work throughout 2014 on addressing the goals of the PCWB section of the Strategic Plan: Towards 2017, and in particular to ensure that all schools in the Diocese had a Pastoral Care and Wellbeing Committee.

The leadership formation of Wellbeing Facilitators in schools continued throughout 2013 to provide Professional Learning around the priorities established by schools.

Priority areas for 2013 included implementation of:

- a Grief and Loss Program for schools, and
- Conference engagement with Positive School environments.

A Grief and Loss Program (Rainbows) was introduced through provision of professional learning for all school representatives in Term 4 of 2013. Thirty six participants, including five staff from Catholic Care received training through this two day program. Another highlight for the Pastoral Care and Well-Being facilitators included opportunities for school representatives to attend two forums with funding support from Catholic Education NT, Behaviour Management (Bill Rogers) and the National Positive Behaviours conferences in Brisbane, Perth and Melbourne.

Partnerships with Kidsmatter and MindMatters continues and initial engagement of headspace will be in a specific program titled Postvention Suicide which supports schools in the implementation of a process to work pastorally with community in the tragic event of suicide.

The Pastoral Care and Wellbeing Standing Committee have prepared draft documents for the Role of a Wellbeing facilitator in schools. This work will contribute to and lead into a priority for 2014 which will be to develop a process towards the creation of a Pastoral Care and Wellbeing framework for all Catholic Schools in the Northern Territory.



FINANCE, FACILITIES AND RESOURCES

Finance

TechnologyOne System Implementation

During 2013 it was decided to update some of the key corporate systems used by the Catholic Education Office (CEO) and schools. An extensive review of systems available was conducted and products in use in other diocesan offices and systems were assessed. A shortlist was developed and companies were asked to present. As a result of this process TechnologyOne system was chosen as the replacement product. Work commenced on configuring the TechnologyOne system to handle finance, payroll and human resource management. This is a major activity for the office and the schools. To ensure that a smooth transition occurs a staff member will be appointed for the nine month rollout period to oversee all aspects of the changeover.

It is expected that the system will be implemented in the CEO first, followed by Indigenous Catholic Community Schools (ICCS) as the Finance operational employees for the ICCS are based at the CEO and on completion of this phase of the rollout, it will be piloted in two urban schools in Darwin supported by Empowering Local Schools funding. When the first rollout and pilot have been completed the last phase of the project will see the new system rolled out to the remaining urban schools.

Finance Policies Update

Work commenced on updating all finance policies and procedure documents for the system. This was being carried out through a 'School Business Management Practices Improvement' Project. The first part of the project was to review all the existing policies and to identify areas that needed policies to be updated or developed. Discussions were also held with key staff in the office, finance officers in schools and some principals following which a project timeline was developed.

From this process eleven key policy/procedure documents were identified that would be updated and/or developed. These were: Fraud Control, Procurement Delegation, Cash Handling, Credit Cards, Accounting for trading activities, Budgeting, reporting, Payroll, Asset Accounting, Internal and External Audits.

During 2013 the initial drafts of the Procurement Policies and Procedures, the Fraud Control Policy and the Delegations Framework were being completed.

These will be finalised in Semester 1 2014 and rolled out in Semester 2. Work will continue in 2014 on a four more policies with the last group being finalised in 2015.

Audit Tender

During 2013 the contract to appoint external auditors for a four year period was put out to selection tender. The process involved forming a committee consisting of our General Manager – Finance and an external committee from the Catholic Education Council NT Finance, Facilities and Resources Standing Committee. A tender document was prepared by the CEO Finance section, approved by the Committee and then sent to three identified firms. Tenders received were reviewed and two firms were shortlisted and invited for an interview. As a result of this process KPMG were reappointed to this role.

Removals Tender

For the first time our requirements in regard to staff relocations has been put out to tender, as we employ over sixty teachers in remote communities for which there can be at least 30-40 removals in and out each year. The Finance section prepared a tender document and this was sent to three main removalist companies that have dealt with removals for our office. The tenders received were assessed by a Committee in the office. Out of this process two companies were shortlisted and both were invited to an interview. As a result of this process, Grace were appointed to fulfil this need for the next three years.

DIGITAL EDUCATION REVOLUTION (2:1)

	No. of computers funding approved	@ \$1000 per unit	On cost funding approved
School	2:1	\$	\$
O'Loughlin Catholic College	115	115,000	132,000
St John's Catholic College	89	89,000	88,500
Our Lady of the Sacred Heart Catholic College, Alice Springs	157	157,000	210,000
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye	60	60,000	90,000
Xavier Catholic College, Bathurst Island	13	13,000	19,500
St Joseph's Catholic College, Katherine	15	15,000	22,500
Ltyentye Catholic School, Santa Teresa	7	7,000	10,500

DIGITAL EDUCATION REVOLUTION (1:1)

	No. of computers funding approved	@ \$1000 per unit	On cost funding approved
School	1:1		
O'Loughlin Catholic College	157	157,000	116,274
St John's Catholic College	170	170,000	111,233
Our Lady of the Sacred Heart Catholic College, Alice Springs	151	151,000	127,162
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye	37	37,000	45,031
Xavier Catholic College, Bathurst Island	26	26,000	8,401
St Joseph's Catholic College, Katherine	24	22,000	10,082
Ltyentye Catholic School, Santa Teresa	22	9,000	4,705
St Francis Xavier Catholic School, Daly River	9	9,000	N/A

Block Grant Authority NT (BGA)

2014 GENERAL SCHEDULE APPROVED FOR CATHOLIC SCHOOLS

	School	Grant (\$)	Description
1	Mackillop Catholic College Palmerston	161,590 + 100,000 Interest	Construction of basketball court and associated landscaping, and the fit out of 4 classrooms for Year 11 delivery for 2014
2	Murrupurtiyanuwu Catholic Primary School, Nguiv	42,000 + 100,000 Interest	Total refurbishment of old demountable classroom for future teaching use, involving the removal of asbestos
3	O'Loughlin Catholic College, Karama	165,000	Refurbish manual arts area, install air-conditioners, upgrade lighting and equipment
4	St Francis of Assisi Catholic Primary School, Humpty Doo	31,500	Install basketball shade cloth for sports / Learning area
	CEO Admin	122,670	BGA administration allowance for 2013

INFRASTRUCTURE

Construction of MacKillop Catholic College (MCC)

Plans to continue with further building works (Stage 2) at MCC in early 2013 was temporary placed on hold due to uncertainty in securing funding.

Funding support was realised in June at a level which allowed us to proceed with approximately half of the works planned for Stage 2. This meant we had to further package these works into 2 separate stages, 2A and 2B.

Stage 2A includes the Music/Media and Dance/Drama facilities as well as an undercover basketball court. The construction of Stage 2A commenced in November 2013 and it's planned to be completed by August 2014.

Stage 2B includes the Art and Student Resources areas and additional GLAs and Staff Resource. The funding for Stage 2B was secured in late 2013. Stage 2B is anticipated to commence in July 2014 and be completed the year end.

An application will be submitted for funding of the final stage in 2014.

School Registration

A program and process of Routine Assessment that commenced in 2011 continued into 2013 to ensure that Non-Government schools were complying with registration under the NT Education Act. A panel was established by the Minister of Education and assessors were selected from this panel. This panel of experts carried out the assessments. The routine assessment schedule means that every school will be assessed over a five year period.

The following Catholic schools were assessed in 2013:

CYCLE 1 Terms 1 & 2	CYCLE 2 Terms 2 & 3	CYCLE 3 Terms 3 & 4
St John's Catholic College, Darwin	Murrupurtiyanawu Catholic Primary School, Wurrumiyanga	Holy Family Catholic Primary School
St Joseph's Catholic College, Katherine		

School Staff Housing in Indigenous Catholic Community Schools (ICCS)

The Infrastructure team at the CEO continues to support and assist our ICC schools in the upkeep and maintenance of the houses in the communities.

On Wurrumiyanga, the upgrading of the kitchen and facilities were completed in the "bush" break at the Brothers' House. This work completes the final refurbishment of the house which now accommodates up to five staff members.

At Wadeye, the remaining five houses built by the local Thamarrurr Development Corporation were completed in June 2013, boosting the housing stock in Wadeye by seven.

Capital Projects

Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye (OLSHTCC)

The documentation for the four new junior classrooms was completed late in 2013 and an expression of interest was called from contractors for the construction of this work. It is anticipated that construction will commence in early 2014 and be completed ready for use for the start of the 2015 school year.

Murrupurtiyanuwu Catholic Primary School and Xavier Catholic College, Wurrumiyanga

The upgrading and refurbishment works at the early transition classrooms at MCPS and the music room at XCCW were completed in 2013. Both projects were assisted with funding provided by the Block Grant Authority.

Asset Management Project

The Asset Management Project funded through the National Partnership for the Indigenous Catholic Community Schools is essentially an Asset Register which will enable and allow each school to easily access information relating to their built infrastructure and assets. Three urban schools will also be involved in this pilot project through the Empowering Local Schools funding.

Work continues to progress in this area and a software program was identified in 2013 which has potential to act as the medium on which the asset management system can be delivered.

Currently, this system is intended to be web based and accessible by the school through the internet. It is anticipated that this system will go live by December 2014 for some of the selected schools.

If successful, this system will be rolled out to the remaining urban schools and colleges.

Work Health Safety

Vision

Employees, students and the Catholic education community have a right to a safe and healthy work environment. Therefore the prevention of injury or illness is of primary importance in all Catholic education activities.

Catholic Education Northern Territory (CENT) is committed to ensuring the health and wellbeing of its employees, students and the organisation's community by increasing awareness of workplace safety, providing a safe place and safe systems of work, eliminating or reducing hazards that could result in injury or ill health.

Annual Implementation Plan

In order to meet the work health and safety requirements outlined in its work health and safety vision CENT has committed to the following objectives:

- Implement and resource the development of an effective Work Health and Safety Management System which is integrated into the overall management of all Catholic Diocese of Darwin entities
- Ensuring compliance with WHS Legislation and the National Self Insurer Standards
- To reduce the frequency and severity of workplace injuries and illness through effective risk management strategies
- Providing workers with safety information and training appropriate to the hazards they may encounter



Self-Insurer Audits

As a self-insurer CENT is required to undergo external audits against the National Self Insurer Audit Standard. During 2012 an external WHS Consultant was engaged to conduct audits in nine schools against elements from the self-insurer audit tool. The remaining schools and colleges were audited during 2013 against different elements from the self-insurer audit tool. These audits found that the implementation of the Safety Management System is well progressed. However, additional work needs to be done to comply with the National Self Insurer Standards. The results of the audits were compiled into an action plan and presented to schools and colleges for their follow-up and action.

Work Health & Safety Training

WHS training was provided to workers during 2013. Due diligence workshops for all staff defined as 'Officers' under the Work Health & Safety Act were mandated for all leadership and workshops are ongoing. In addition, Camps and Excursions workshops were conducted for employees (conducting risk assessments). Negotiations commenced during 2013 to purchase two e-learning modules, WHS Awareness and Bullying & Harassment. These modules will be mandatory for all employees.

Work Health & Safety Performance Reporting

WHS performance targets have been determined for schools and colleges and they are monitored on a term by term basis. The performance targets have a particular focus on positive performance indicators. A summary of the reports is provided each term to the WHS Consultative Committee, Principals and WHS Coordinators. The results of the performance reporting indicate that WHS systems are well integrated into the running of schools and colleges, and that leaders are taking an active role in WHS.

Work Health & Safety Consultative Committees

The WHS Consultative Committee is the principal consultative forum for Catholic education and continued to meet throughout 2013. The role of the committee is to develop, implement and review measures designed to protect the health and safety of employees, students and the organisations community.

Membership of the committee consists of leadership and staff representing schools, colleges throughout in the Catholic Diocese of Darwin and Catholic Education Office. The consultative forum reviews and updates WHS policies and procedures. The forum also reviews workers compensation data, performance indicators, training, raises and discusses WHS issues, plans, implements, measures and evaluates management systems.

Orientation

At the beginning of the school year, WHS orientation was provided for all new employees. All schools and colleges have implemented a WHS orientation program for their new employees.

WHS Improvement Strategies

Measures were taken during the year to ensure the health and safety of employees and the organisation's community and include:

- embedding the new risk assessment process
- reviewing and updating WHS policies and procedures to conform with legislation and the requirements of the self-insurer standards
- revision and update of WHS Performance Indicator Report
- external self-insurer audits conducted and development of action plans for schools and colleges
- due diligence, camps & excursion, maintenance training workshops
- improvement in risk assessment documentation and number of risk assessments conducted
- improvement in purchasing procedure to incorporate WHS in purchases
- WHS policies and procedures now available on SharePoint

Workers Compensation

The table below shows the number of workers compensation claims per year for the previous five years:

2013	2012	2011	2010	2009
23	25	22	21	23

There was a slight reduction in workers compensation claims during 2013 and a reduction in the severity of injuries also recorded:

- Manual handling accounted for 35% of injuries,
- Slips/trips/falls 26%,
- Struck by 17%,
- Psychological 9%
- Other injuries 13%

Notifiable Incidents

There were no notifiable incidents reported to NT WorkSafe during 2013.



INFORMATION TECHNOLOGY

Project - Cloud

Following months of planning and consultation during 2012, the project to move Catholic Education Northern Territory (CENT) core business systems such as Student Administration, Finance, Payroll, Academic Reporting, Timetabling, Email and SharePoint from the Catholic Education Office (CEO) into the "Cloud" hosted by Area9 was executed in January 2013 so as to minimise the impact on schools.

By moving the services into the cloud the services to schools were uninterrupted. After some fine tuning the benefits of this project were instantly apparent as schools had a better connection that enabled work flow through at a faster pace.

Project – Technology One

During the year the Catholic Education Office (CEO) bought a finance, payroll, Human Resources package 'Technology One'. Since CENT was into the cloud there were savings in hundreds of hours of work in planning and building the servers and other infrastructure that had to be done even if these services were hosted at the CEO.

Projects - ICCS

Our Indigenous Community Catholic Schools (ICCS) had some significant infrastructure work completed with the installation of Wireless Access Points in the classrooms and a significant introduction of iPads into these schools.

A 'Thin Client' solution was installed in one of the ICCS which resulted in more reliable and affordable computer work stations available for the students.

Ongoing significant re-cabling of networks at ICCS over the last few years was completed in 2013.

The planning of affordable off-site data storage in ICCS was completed with a view to implementation in 2014.

Project – RM Learning Platform

The growth and development in the Learning Management System referred to as the RM Learning Platform was a result of outstanding teamwork between the IT Department and the Teaching and Learning Department. A catalyst for this was the project entitled 'A Day in the Life'. This project established best practice of the integration of all the IT systems at the disposal of schools was demonstrated to the Principals and Deputy Principals.

Initiatives, progress and maintenance

The IT Department of the CEO in consultation with Area9 assisted a primary school in establishing iPad mirroring where a student's work on the iPad can be projected onto the Interactive White Board for the teacher present the class with the work of the students.

The tyranny of distance poses its own challenges for bandwidth in the Northern Territory and particularly in smaller towns. The IT Department consulted with a school facing particular challenges and a planned solution was reached. Implementation will be completed in 2014.

The academic reporting systems were changed to align with the Australian Curriculum and this process was consolidated in 2013.

Several large projects with the Federal Government based on new administrative reporting requirements were also planned and piloted in 2013.

The IT Department added the new position of Solution Analyst at the end of 2013 to develop SharePoint and return state of the art data analysis and reporting to schools and administrators with the expectation to increasing efficiency for schools to deliver an even better standard of education to our students.

SCHOOL STATISTICS

SCHOOL ENROLMENTS - 2013			
	Primary	Secondary	Total
St Mary's Catholic Primary School, Darwin	194		194
St Paul's Catholic Primary School, Nightcliff	277		277
Holy Spirit Catholic Primary School, Casuarina	269		269
Holy Family Catholic Primary School, Karama	169		169
Sacred Heart Catholic Primary School, Palmerston	272		272
St Francis of Assisi Catholic Primary, Humpty Doo	229		229
St John's Catholic College, Darwin		392	392
O'Loughlin Catholic College, Karama		475	475
St Joseph's Catholic College, Katherine	178	107	285
Our Lady of the Sacred Heart Catholic College, Alice Springs	479	466	945
Xavier Catholic College, Nguiu, Wurrumiyanga		110	110
Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga	206	1	207
St Francis Xavier Catholic School, Nauiyu, Daly River	47	14	61
Ltyentye Apurte Catholic School, Santa Teresa	98	36	134
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye, Port Keats	389	140	529
MacKillop Catholic College, Palmerston		210	210
St Joseph's Catholic Flexible Learning Centre, Alice Springs			66
Total	2827	1997	4824

ENROLMENT TRENDS 2003-2013

	Primary			Secondary		
Year	Boys	Girls	Total	Boys	Girls	Total
2003	1672	1586	3258	686	771	1457
2004	1618	1505	3123	712	781	1493
2005	1507	1395	2902	738	842	1580
2006	1485	1463	2948	759	777	1536
2007	1530	1517	3047	734	823	1557
2008	1369	1354	2723	1047	1037	2084
2009	1382	1439	2821	981	938	1919
2010	1371	1418	2789	1003	952	1955
2011	1369	1373	2742	935	884	1819
2012	1430	1383	2813	911	904	1815
2013	1442	1385	2827	993	1004	4824

ENROLMENT TYPE 2012 - 2013

	2012			2013		
	Boys	Girls	Total	Boys	Girls	Total
Urban						
Primary	1044	1020	2064	1059	1028	2087
Secondary	783	769	1552	851	845	1696
Total	1827	1789	3616	1910	1873	3783
Remote						
Primary	386	363	749	383	357	740
Secondary	128	135	263	142	159	301
Total	514	498	1012	525	516	1041

INDIGENOUS ENROLMENT 2003 - 2013

	Urban		Remote		Total	
Year	Primary	Secondary	Primary	Secondary	Primary	Secondary
2003	280	257	591	153	871	410
2004	269	251	614	176	883	427
2005	305	275	566	151	871	426
2006	299	296	628	179	927	475
2007	309	324	704	237	1013	561
2008	278	369	672	357	950	726
2009	340	347	636	242	976	589
2010	315	361	643	289	958	650
2011	294	358	678	239	972	597
2012	337	382	738	259	1075	641
2013	340	436	720	291	1060	727

ST JOHN'S COLLEGE BOARDING STUDENTS 2003-2013

Year	Students
2003	171
2004	181
2005	203
2006	207
2007	213
2008	231
2009	178
2010	175
2011	183
2012	177
2013	173

PRINCIPALS 2003 – 2013											
Principal Type	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Religious Male	2	2	2	2	2	2	1	1	1	1	2
Religious Female	1	1	1	1	1	1	-	-	-	0	0
Lay Male	5	6	6	7	5	5	4	4	6	7.5	11
Lay Female	8	8	8	7	8	8	10	10	8	8.5	4
Total	16	17	17	17	16	16	15	15	15	17	17

Note: .5 change in principal end of Semester 1 2012

STAFFING 2003 – 2013											
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Primary	176	174	177	176	174	178	186	183	180	184	187
Secondary	134	147	137	133	144	165	170	179	170	160	196
Total	310	321	314	309	318	343	356	362	350	353	383
Religious	13	8	5	6	6	6	1	1	3	3	3
Lay	297	313	309	303	312	337	355	361	347	350	380

FINANCIAL STATISTICS

COMMONWEALTH GENERAL RECURRENT GRANTS Statement of income and expenditure for the year ended 31 December 2013

(Figures in \$)

Income		
Commonwealth Government Grants		42,746,508
Expenditure		
Grants to schools	38,475,765	
System level support	3,477,030	
System administration	793,713	

COMMONWEALTH TARGETED AND NATIONAL PRIORITY PROGRAMS Statement of income and expenditure for the year ended 31 December 2013

(Figures in \$)

Income		
Commonwealth Government Grants		17,389,526
Expenditure		
Grants to schools	11,365,342	
System level support	3,843,349	
System administration	347,791	

NORTHERN TERRITORY GOVERNMENT PER CAPITA GRANTS
Statement of income and expenditure
for the year ended 31 December 2013

(Figures in \$)

Income		
Northern Territory Government Grants		12,117,210
Expenditure		
Grants to schools	11,296,656	
System level support	585,602	
System administration	233,938	

NORTHERN TERRITORY GOVERNMENT OTHER PROGRAMS
Statement of income and expenditure
for the year ended 31 December 2013

(Figures in \$)

Income		
Commonwealth Government Grants		5,572,041
Expenditure		
Grants to schools	2,995,879	
System level support	444,128	





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