



2015

ANNUAL REPORT

Catholic Education Office Northern Territory



Catholic Education Office
Northern Territory



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2015

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ACRONYMS - GENERAL

ACER	Australian Council for Educational Research
AL	Accelerated Literacy
AMMA	Attendance Management Map Application
APRE	Assistant Principal Religious Education
ASD	Autism Spectrum Disorder
AST	Advanced Skilled Teachers
BI	Business Intelligence
BPSF	Building Pathways to a Stronger Future
C&C	Community and Culture
CDU	Charles Darwin University
CEC NT	Catholic Education Council of the Northern Territory
CENet	CENT Intranet
CENT	Catholic Education Northern Territory
CEO	Catholic Education Office
CES	Civica Education Suite
CICA	Career Industry Council of Australia
CILT	Catholic Indigenous Leadership Team
CPS	Central Personal Store
EAL/D	English as an Additional Language/or Dialect
EEO	Equal Employment Opportunity
ER	Employment Relations
GLA	General Learning Area
GOO	Growing Our Own
HR	Human Relations
ICCS	Indigenous Catholic Community Schools
IFE	Institute of Faith Education
IR	Industrial Relations
ISS	Inclusion Support Services
LMS	Learning Management System
MATSITI	More Aboriginal and Torres Strait Islander Teachers' Initiative
MITOG	Made In The Image of God
NCCD	National Consistent Collection of Data
NT BGA	Northern Territory Block Grant Authority
NT CET	Northern Territory Certification of Education and Training
P&A	Projects and Agreements

PAT	Progressive Achievement Tests
PCWB	Pastoral Care and Well Being
PD	Professional Development
PV	Photo Voltaic
RSAS	Remote Schools Attendance Strategy
RSCAM	Remote Schools Curriculum Assessment Materials
RTO	Registered Training Organisation
SIRF	School Improvement and Renewal Framework
SNPI	Student Needs Profiling Instrument
TAE	Training And Education
VET	Vocational Education Training
VOIP	Voice Over Internet Protocol
VPN	Virtual Private Network
WHS	Work Health and Safety
WISA	Wellbeing In Shools Association
YBR	Yellow Brick Road

ACRONYMS - SCHOOLS

HFCPS	Holy Family Catholic Primary School
HSCPS	Holy Spirit Catholic Primary School
LACS	Ltyentye Apurte Catholic School
MCC	MacKillop Catholic College
MCPS	Murrupurtiyanuwu Catholic Primary School
OCC	O'Loughlin Catholic College
OLSH AS	Our Lady of the Sacred Heart Catholic College, Alice Springs
OLSH TCC	Our Lady of the Sacred Heart Thamarrurr Catholic College
SFACPS	St Francis of Assisi Catholic Primary School
SFXCS	St Francis Xavier Catholic School
SHCPS	Sacred Heart Catholic Primary School
SJCC D	St John's Catholic College, Darwin
SJCC K	St Joseph's Catholic College, Katherine
SJCFLC	St Joseph's Catholic Flexible Learning Centre
SMCPS	St Mary's Catholic Primary School
SPCPS	St Paul's Catholic Primary School
XCC	Xavier Catholic College

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 2015.

The leadership and staff of the Catholic Education Office (CEO) have continued to focus on the goals of the Key Areas of the Strategic Plan 'Towards 2017' through its active and layered engagement with school communities in endeavouring to deliver quality service and support to seventeen Catholic schools in the Northern Territory.

The Annual Report reflects the accountability and governance responsibilities of the Catholic Education Council of the Northern Territory in supporting the initiatives, development of policies and strategies of Catholic Education in the Northern Territory.

The Catholic Education Office continues to take a key leadership role on behalf of Catholic schools in the Territory in its liaison with the Australian Government and the Northern Territory Government on a range of important issues such as funding for our schools, support for students with special needs, student wellbeing, boarding facilities, capital subsidy, development of new sites and building projects to provide excellent quality and delivery of education to children in our care.

We acknowledge and commend the work of our staff and leadership in our schools and staff at the Catholic Education Office. We thank families and our school communities for their commitment and support in these challenging times and for creating wholesome and unique learning opportunities for young children and empowering them with '*faith in their future*'.

David Reilly
Chair
Catholic Education Council of
the Northern Territory

Michael Avery
Director of Catholic Education
Diocese of Darwin

10 June 2016

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 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 CEC NT 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 - 2015

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
Chair	Mr David Reilly
Deputy Chair	Br Tony Caddy, FMS

Deanery Representatives

Schools	Mr Denis Graham Mr David Johns [Semester I 2015]
Priests	Fr Leo Wearden, MSC
Parents	Mr Sean Parnell Mr Anthony Burton
Indigenous Representation	Mrs Concepta Orsto Ms Stacey Parker
Special Needs Representative	Mrs Maria Pia Gagliardo
Community Members	Mr David Reilly Mr Peter Caldwell Mrs Nicole Johnson
Teacher	Mr Cameron Hughes

Catholic Education Office

Director of Catholic Education	Mr Michael Avery
Ex-Officio	Mr Greg O'Mullane, Deputy Director School Services Mr Geoffrey Carey, Deputy Director Teaching & Learning Miss Margaret Hughes, Leader of Catholic Identity Mrs Bernadette Morriss, Principals Consultant

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

Key Discussions - 2015

Key discussions at these meetings considered and furthered the progress of:

- Catholic Education Council
- Constitution through a Review
- Data Collection
- Developing Leadership
- Gifted and Talented Education Policy
- Inspire – in practice
- Draft NT DoE Education Act
- St John's Catholic College Boarding Review
- Middle Leadership Program
- Workplace Gender Equality 2014-2015
- Options for Reform of the Federation in Education – White paper
- Mandatory Reporting Policy, Guideline and Procedures
- Catholic Indigenous Leadership Team and Projects
- Australian Catholic College –
- Centre of Excellence
- Catholic Education Office Anti Discrimination, Equal Employment Opportunities, Bullying and Harassment Policy

Documents tabled:

27 March 2015

- Middle Leaders Program
- WHS Strategic Plan 2015-2017
- Data Informed Practice Project
- Gifted and Talented Education Policy
- Catholic Education Council NT - Constitution

12 June 2015

- St John's Catholic College - Report of the Boarding Working Group
- A-1 Student Suicide at School Procedure
- Crisis Management Procedure (Draft)
- Workplace Gender Equality Report
- Catholic Practice Action Research Pre Planning 2015

27 November 2015

- Mandatory Reporting Policy
- Mandatory Reporting : Harm to a Child Procedure
- Mandatory Reporting: Safety and Protection of all Persons Exposed to Domestic and Family Violence Procedure
- English as an Additional Language or Dialect (EAL/D): Guidelines for Schools

Recommendations for approval by Bishop Eugene Hurley

- Gifted and Talented Education Policy – 12 June 2015
- Catholic Education Council NT Constitution – 27 November 2015
- Mandatory Reporting of Domestic and Family Violence – 27 November 2015
- Reporting Student Harm Documentation – 27 November 2015

Meeting dates: 27 March, 12 June, 25 September (Cancelled) and 27 November.

Council Standing Committees – 2015

The following Council Standing Committees have designated convenors from the Catholic Education Office, who are responsible in leading the committees and reporting to the Catholic Education Council NT:

Catholic Identity	Miss Margaret Hughes (Leader of Catholic Identity)
Teaching and Learning Leadership	Mr Geoffery Carey (Deputy Director Teaching & Learning) Mr Michael Avery (Director of Catholic Education)
Finance, Resources & Facilities	Mr Greg O'Mullane (Deputy Director School Services)
Pastoral Care & Wellbeing	Mrs Bernadette Morriss (Principals' Consultant)
Culture & Community	Mrs Theresa Fong (Principal, Xavier Catholic College)

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

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

Catholic Identity Standing Committee

Members

Miss Margaret Hughes	Catholic Education Office (Leader)
Ms Robyn Craig	Catholic Education Office
Mrs Jacqui Langdon	St Mary's Catholic Primary School
Mr Sean Parnell	IParent and Community Representative
Mr Denis Graham	St Joseph's Catholic College
Fr Asaeli Raass	St John's Catholic College
Ms Laura Avery	From Term 4: Catholic Education Office (Leader)

Leadership Standing Committee

Members

Mr Michael Avery	Catholic Education Office (Leader)
Mr Robert Burns	St Francis of Assisi Catholic Primary School
Mr Ben McCasker	Xavier Catholic College
Ms Paula Sellars	Holy Spirit Catholic Primary School
Ms Kate Roache	Catholic Education Office
Mr Chris Trevillion	MacKillop Catholic College

Meeting dates: 6 March, 16 May (not held), and 24 August

Teaching & Learning Standing Committee

Members

Mr Geoffery Carey	Catholic Education Office (Leader)
Mrs Maria-Pia Gagliardo	Member, CEC NT and Parent Representative
Mr Shane Donohue	Holy Family Catholic Primary School
Mr Lindsay Luck	St John's Catholic College [Semester II]
Mrs Danielle Cavanagh	St Francis of Assisi Catholic Primary School
Mr Chris Trevillion	MacKillop Catholic College
Mr Cameron Hughes	St John's Catholic College
Ms Elizabeth Hockey	St Mary's Catholic Primary School
Ms Cate Cockayne	Sacred Heart Catholic Primary School
Miss Kate Roache	Catholic Education Office

Meeting dates: 11 March, 13 May, and 4 November

Community and Culture Standing Committee

Members

Mrs Theresa Fong	Xavier Catholic College (Leader)
Mr Mark Pickham	St Joseph's Catholic College
Ms Amanda Jones	Holy Family Catholic Primary School
Mr Bertram Tipungwuti	Xavier Catholic College
Dr Ailsa Purdon	Our Lady of the Sacred Heart Thamarrurr Catholic College

Meeting dates: 11 March, 27 May, 2 September, 18 November

Pastoral Care and Wellbeing Standing Committee

Members

Mr Anthony Hockey	St Paul's Catholic Primary School
Mr Michael Graham	St John's Catholic College
Mrs Beverly Hayes	St Joseph's Catholic College
Mrs Geraldine Mulvahil	Sacred Heart Catholic Primary School
Ms Emma Crooks	CatholicCare NT
Ms Linda Smith	Catholic Education Office
Ms Liz Moloney	CatholicCare NT
Mr Adriaan Du Plessis	Catholic Education Office

Meeting dates: 5 March, 21 May, 27 August, and 11 November

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 Pearce	Catholic Education Office
Mr Peter Caldwell	Member, CEC NT
Mr John Flynn	Chair, Darwin Diocesan Development Fund
Mrs Laurretta Graham	Principal, MacKillop Catholic College

Meeting dates: 17 March, 19 May, 18 August, and 16 November



CATHOLIC EDUCATION OFFICE DIOCESE OF DARWIN, NORTHERN TERRITORY

The Catholic Education Office (CEO) exists

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

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

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

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

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

The Catholic Education Office works closely in partnership with schools, parishes, school boards, teachers 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 Journey in Faith assessment was improved upon in 2015 with the support of Assistant Principals of Religious Education (APRE). APREs worked collegially as a group and within teams in their own schools to improve the assessment tasks, bringing a greater level of rigour and clarity to the tasks. The units continue to be live documents which has allowed continuous growth and development of resources. The improvement in assessment allowed for an increased focus on moderation across both primary and secondary schools.

Laura Avery and Robyn Craig from the Catholic Education Office continued to work with teaching staff in team planning, individual planning and staff meetings. In 2015 there was a particular focus around Prayer and its practice in schools. Nearly all schools participated in professional learning in this area.

Laura Avery has developed a further variety of resources available for all Religious Education teachers on the FROG Learning Platform. Units of work for both Indigenous Catholic Community Schools (ICCS) and urban schools continue to be available on CENet (Intranet).

The Indigenous Catholic Community Schools (ICCS) completed the development of a scope and sequence. Most communities were well represented. Alongside this, the schools, with

the support of Robyn Craig, have begun to develop assessment tasks across all units of work. Robyn Craig provided direct support to the ICCS with the implementation of the units and the focus on Assessment and Reporting.

Viability of expanding this course offering to more schools throughout 2015.



Made in the Image of God

A review of the 'Being Sexual' strand of the 'Made in the Image of God' (MITIOG) Program was completed with recommendations to be implemented in 2015.



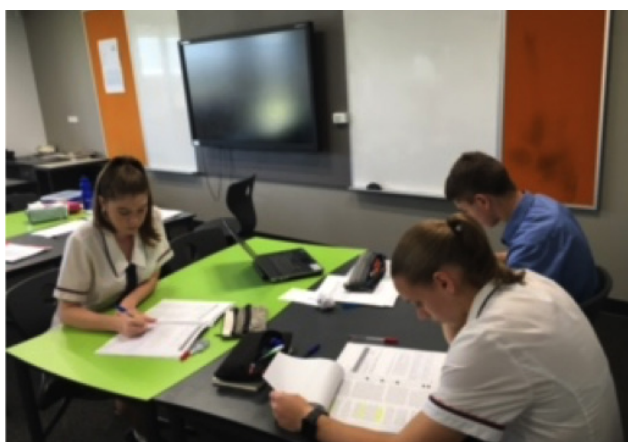
These were implemented by Term 2 and a full day workshop was offered to urban schools on the 'Being Sexual' Strand and workshops also occurred in schools.

During the year professional learning was delivered to ICCS Curriculum Co-ordinators and a start was made on adapting units of work and resources for the individual sites. It was acknowledged in this process that working in partnership with the local Parish Priest is of critical importance.

Certificate III in Christian Ministry

Certificate III Christian Ministry and Theology was introduced as a Pathways Project in 2013 in four secondary schools

- St John's Catholic College, Darwin
- St Joseph's Catholic College, Katherine
- MacKillop Catholic College, Palmerston



- Xavier Catholic College, Wurrumiyang

The aim of the project was to provide Year 11 and 12 students a challenging and rigorous Religious Education subject in addition to

assisting students towards their NT CET. A continued partnership with Institute of Faith Education, Brisbane has been beneficial to both Catholic Education Northern Territory (CENT) and Institute for Faith Education (IFE).

CEO staff visit Brisbane once a year to visit schools and plan for the professional development of teachers in our schools to deepen their understanding of the course. These visits have created connections and provided CENT with valuable resources and ideas to further engage students.

To ensure compliance with Registered Training Organisation (RTO) standards to deliver the course, teachers continue to gain their Certificate IV in Training and Education (TAE) and attend two validation sessions every year run by IFE and CEO staff to keep up their currency. CEO staff, in partnership with Alana Kaye Training, are now able to deliver the TAE certificate which provides flexibility to suit schools.

The Certificate III is now a core subject of the four schools and has been a vital part of students achieving their NTCET with 129 students having completed the Certificate and 46 students achieving a statement of attainment since 2013.

Discussions and preparations are continuing with O'Loughlin Catholic College, Darwin and Our Lady of the Sacred Heart Catholic College, Alice Springs to introduce the course in 2017.

Professional Development

Diocesan Leadership Conference



The annual Diocesan Conference was held in Darwin in July 2015. Leadership teams from all schools attended. Fr Noel Connolly SSC led a conversation about the Theology of Leadership and Mission for Pope Francis.

The discussion focused primarily around the particular Theology of Mission as expressed by Pope Francis and the unique style of leadership that he has offered which has drawn many back into conversation with the Church. In parish groups, Fr Noel invited the group to consider what this means for the Diocese and parishes. This was a time of great connection which was enhanced with a similar session on Day 2.

The second day of the conference focused on the idea that the Mission of the Church is God's – not ours, and the rediscovery of this concept during Vatican II. The group discussed living happily and creatively in a multicultural Church and identifying the real gifts and challenges this brings to each of the parishes and Diocesan groups. The final session was titled: **"Becoming Human Together."** Fr Noel led the conference providing an understanding of humanity as presented by St Paul, that Christ loves us and the need for Christian communities to be built beyond boundaries for only then can we become fully human together. Our calling is then to build bridges of empathy and understanding to do exactly this.

Point in Time Professional Learning

During 2015, the Religious Education team delivered eight programs with mostly one hour sessions on a variety of topics for Religious

Education teachers and other staff interested in these programs. These programs ranged from a whole day on Play based learning in Religious Education which was jointly facilitated by Carol Carey and Emma Marshall, to sessions on teaching The Triune God, Signs & Symbols, Made in the Image of God (MITIOG), Text and Context (teaching the Bible well), Jesus the Jew – hosted by Sr Peta Goldberg RSM and Religion and Art. There was an average of between 12-15 staff at each session and feedback was sought in order to tailor a similar program for 2016.



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.

Study Incentive Program 2015

During the year fifty applications were received for the Study Incentive Program which provided funding towards fees. Refunds were provided upon provision of receipts to thirty-two claimants. The total expenditure of the *Study Incentive Program* was \$67 685.91. This expenditure includes claims for tuition fees, but does not include travel and costs associated with providing face-to-face lectures in Darwin for three days each semester.

Masters

Thirty-one applications were received and approved and twenty-four refunds were provided:

- Master of Theology/RE – 7 (75% funding towards fees)
- Master of Educational Leadership – 18 (75% funding towards fees)
- Master – Education (inclusive) – 2 (75% funding towards fees)
- Master Mathematics – 1 (50%)
- Master Early Childhood – 2 (50%)
- Guidance Counselling – 1 (50%)

Total: \$52 661.66

Graduate Certificate Theology/Religious Education

Ten applications were received and approved and five refunds were provided. (75% funding towards fees)

Total: \$7725.25

General Education (various courses)

Nine applications were received and approved and three refunds were provided. (50% funding towards fees)

Total: \$7299.00

Catholic Identity Day for All Staff

Fr 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, returned to the Diocese to facilitate a program on **“A Survival Guide to Sane Spirituality in Catholic Education”**.

The program was presented to all schools across the Diocese with the exception of Our Lady of the Sacred Heart Catholic College, Alice Springs. The primary and secondary urban schools met at the Mal Nairn Auditorium at Charles Darwin University, Darwin.

Fr Richard's personal and engaging presentation invited staff to reflect deeply as individuals and a community on challenging questions around how to live the Catholic Identity.





TEACHING AND LEARNING

For 2015 a strong and focused team worked to build capacity of teachers and schools to improve the learning outcomes for students. The 2015 team was:

Deputy Director – Teaching and Learning	Geoffrey Carey
Leader - Teaching & Learning Education Officer Curriculum Senior Years	Kate Roache
Leader - Religious Education	Laura Avery
Leader - Inclusion Support Services	Adriaan Du Plessis

Education Officers

Curriculum Primary	Patricia Gooch
Curriculum Primary ICCS	Natalie Mahlook
Literacy and EAL/D	Annalea McCurry
	Carol Carey
Curriculum Early Years	Christine Smith
ICTs for Learning	John Morton
Vocational Education and Pathways	Julia Anderson
Languages and Literacy	Ailsa Purdon
Religious Education	Robyn Craig
Inclusion Support	Tracey Banks
	Jayne Parry
	Carole Sweaney
	Lyn O'Shannessy
School Psychologist	ILonka Guse
Speech Pathologist	Ashleigh Morris
Occupational Therapist	Claire Hilton

Administration Officers

Deputy Director	
Curriculum	Sarah Brown
Religious Education	
Inclusion Support	Charlotte Pitts

The team had as its mantra **“Success for Every Child”** and developed strong processes for evidence based assessment of growth.

Teacher capacity was built across schools with an emphasis on moderation of assessment and analysis of performance to inform the teaching and learning cycle.

Through the Data Improved Practice Project and the Inspire Program centralised retention of student information enabled schools and the system to access rich sources of data and allowed continuity of access in the highly mobile environment of the Northern Territory

Vocational Education and Training

During 2015 Vocational Education and Training (VET) was accessed by all urban secondary schools and delivered at three Indigenous Catholic Community Schools (ICCS) through Government funded courses as well as Fee for Service deliveries.

VET certificate enrolments increased by 29% in 2015 through a variety of courses delivered both at the schools and by students traveling to attend courses. The most popular provider for VET courses was Charles Darwin University.

Funded courses for 2015 increased to include the introduction of skill sets for year 9 students. These were only open to several schools to trial. Due to their success they will be open to all schools in 2016. There were a variety of courses including; hospitality; welding; automotive and rural. These skill sets gave the students a taste of the world of work and began to build employability skills.

VET studies contributed to students achieving the Northern Territory Certificate of Education (NTCET). The majority of students were able to gain the NTCET by undertaking a VET course as part of their NTCET program. Schools continued to increase the number of students undertaking School Based Apprenticeships and Traineeships.

Certificate III Christian Ministry and Theology had its second year 12 graduates with sixty-seven students achieving the full certificate and a further eight students receiving Statements of Attainment.

Careers

The Careers Network continued with two meetings held during the year. The focus of these was professional development (PD) in leadership and time with David Carney, Executive Director Career Industry Council of Australia (CICA), to discuss any barriers to implementing the school-based programs. Further areas of PD were identified to continue during 2016.

Career Advisors continued to work on the in-school programs, in particular how to lead and manage the school program and how it can inform their schools strategic plan. The program plans were adjusted to align with the CICA Benchmarking resource which comprises of four elements. They are, Service Aims and Objectives, Student Focus,

People and Resources, and Partnerships and Community Participation.

Career Advisors from three private schools in Darwin were invited to attend the network meetings to continue to build cross-sectional collegiate relationships and share knowledge. The Manager of Careers Programs from the Department of Education also attended.

Numeracy

The Numeracy focus for ICCS is the development and implementation of Numeracy Plans and Assessment schedules. The Numeracy Plan outlines the key foci within each school for 2015 -2016. It provides a shared vision within the school and clear expectations to ensure the highest possible achievement for all students. The Assessment schedule provides a scope and sequence of the testing schedule to be used within the school and the ongoing monitoring of student achievement throughout the year.

Each school selected a standardised test to determine baseline numeracy data for each student from Transition to Year 9.

The *Mathematics Assessment Interview* is an intensive one-to-one process aimed at the teacher developing an understanding of how the students think mathematically. Professional development around the Mathematics Assessment Interview was delivered to participants and the resources were purchased to assist with its implementation for data collection. The Mathematics Assessment Interview is an assessment tool which is being used across a number of schools to analyse the mathematical understanding and articulation of each child. This assessment places emphasis on strategies used in solving mathematical problems rather than solely on the answer.

Progressive Achievement Tests (PAT) Math Test (an Australian Council for Educational Research test) is an alternative standardised test a number of schools are using, especially in Secondary schools.

Inclusion Support Services

Inclusion Support Services (ISS) continued to identify and support greater numbers of students with inclusive needs across all Catholic Schools in the Northern Territory. The ISS team consisted of CEO based Inclusion Advisors, a Speech Pathologist, Occupational Therapist, Psychologist and Team Leader, as well as school based Inclusion Support Coordinators and

Inclusion Support Assistants. The effectiveness of the planning and work was reflected in the significant increase of supported students with additional needs, funding and subsequently resources in all schools.

The ISS team continued their work with the final roll-out (Phase 3) of the National Consistent Collection of Data (NCCD) Project by training and supporting the relevant staff in schools. This compulsory Australian Government project collected data on all levels of adjustment to programs for students with identified needs.

The final stage of the INSPIRE software program was completed. INSPIRE allows schools to commence the development of individual adjustment plans for students with additional needs, send a request for service to the Catholic Education Office, and apply for funding online.

The Inspire software development included the ability to support schools with the National Data Collection and Students with Disability Census requirements.

The Gifted Policy for Catholic Education Northern Territory (CENT) was reviewed and amended.

An Education Officer with a focus on differentiation was employed with the objective of establishing gifted pathways and providing information to our primary and middle school settings.

Other key priorities for the team included:

- Continued roll-out of the Disability Discrimination Act (1992) & Disability Standards for Education (2005) to new staff in schools through a Canberra University online course;
- Continued professional learning and support to schools, including two forums for schools' Inclusion Coordinators;
- Identification and training of Tutors for the Online Disability Programs for teachers which includes Autism Spectrum Disorder (ASD), behaviour, dyslexia and other learning difficulties;
- Transition from school for Students With Disabilities;
- Introducing the principles of a School Wide Positive Behaviour approach in our schools as per schools requests.

ICTs for Learning

The Australian Curriculum requires the implementation of Information and Communication Technology (ICT), including the ICT general capability, across all schools and all subjects. Within the Teaching and Learning team this capability was supported by an Education Officer who worked with school staff and leadership to improve digital literacy among teachers, and to plan for future requirements. During the year a number of schools continued to develop their particular Bring Your Own Device (BYOD) policies and implementation plans. The use of social media in schools, both for student learning and as a channel of communication with parents and the wider community continued. Cyber safety, both in relation to social media and more broadly was supported in a number of schools, in particular the sourcing of resources and up skilling of staff and general school communities.

After the FrogLearn Learning Management System (LMS) underwent a successful trial at St Joseph's Catholic College, Katherine, in the second half of 2014 the school began the process of embedding use in all aspects of school life. Whole staff professional learning sessions were conducted at many schools, with follow up support tailored to particular school requirements and preferences for roll-out of the FrogLearn LMS.

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

A CEO FrogLearn platform was created mid-year and staff trained so they could begin the process of populating the platform with support resources for schools.

The ICTs for Learning Working Group, which was formed from representatives from a wide range of schools, leadership and teaching staff in 2014 had minor changes to membership in 2015. The group's focus was consideration of 21st Century Learning and how that might be successfully modelled and embedded into teaching and learning practice in schools.

Senior Years

Mackillop Catholic College celebrated their first Year 12 cohort in 2015 with 100% completion of the *Northern Territory Certificate of Education and Training (NT CET)*.

In 2015 Catholic Education Northern Territory had one hundred and seventy-five (175) students gain their NT CET compared to one hundred and forty-eight (148) in 2014.

Schools continued to offer senior years subjects in a variety of ways including face-to-face and through the Northern Territory Open Education Centre.

Data Project Informed Practice

The Data Informed Practice Project continued in 2015 with all schools considering the literacy and numeracy data they were collecting for each student in Transition to Year 9. There was much discernment on the current standardised diagnostic testing regimes and consideration of future options.

With the successful attainment of funding from the Indigenous Advancement Strategy from July 2015 to June 2017 each of our schools were provided with the option of engaging a Data Informed Practitioner in their school. Three of our schools took up this initiative in term four: St Mary's Catholic Primary School, Holy Family Catholic Primary School and St Paul's Catholic Primary School. The focus of this work was on the analysis of the data to inform future teaching practices to ultimately improve student learning outcomes. All schools are opting in to this initiative in 2016.

Pre-Service Teacher Education

Eight new students were enrolled over the course of the year in the Growing Our Own (GOO) pre-service teacher education program for Indigenous staff in Catholic schools, offered in partnership with Charles Darwin University (CDU). A key factor in the program has been the capacity to offer the program on-site using flexible modes of delivery best suited to local contexts. Twenty-two students have graduated, of whom at least thirteen graduates taught in CENT schools during the year. A further five graduates taught outside of CENT.

Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye continued with a small group of students and on a second

day every week focused on development of literacy skills. This has shown both an increase in confidence and capacity to unpack the academic components of the course.

St Francis Xavier Catholic School, Nauiyu had three students continue their studies in *Growing Our Own*. At the end of 2015, all three were well placed to finish within the next eighteen months. This group continues to work extremely well and have grown in their leadership within the school community.

St Joseph's Catholic College, Katherine had one student studying. The option to travel to Daly River to work with the cohort there has not been successful. In 2016 online options will be used and access to a tutor will be provided at the Charles Darwin University campus in Katherine.

Ltyentye Apurte Catholic School, Santa Teresa celebrated the graduation of Vivian Petit. Viv joined the teaching staff at Ltyentye Apurte Catholic School in 2015 as a qualified teacher. The GOO program thanks Dr Al Strangeways from Charles Darwin University (CDU) for the strong professional relationship she built with Vivian and the community and very grateful for her ongoing support as mentor for Vivian during 2015. In the second half of the year two students returned to a pre-entry program alongside one new student. It has been the intention that all three will continue their studies in 2016.

At Murrupurtiyanuwu Catholic Primary School and Xavier Catholic College, Wurrumiyanga eight new students started GOO in 2015. This large group has made excellent progress and has been well supported by their GOO coordinator, Simone Walsh. The group is made up of four teachers from each school.

Additional funding via *More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI)* supported our Indigenous Early Career teachers, including Growing Our Own graduates. This was a real lift to the graduates and has given us the ability to continue to develop these teachers.

The great success of the program has been the flexibility from both CDU and each site. This has enabled changes to the delivery of the program without compromising its integrity. Therese Kersten, the Coordinator at CDU has generously shared her professionalism, flexibility, excellent communication and genuine interest in the program.

Literacy

- The *Data Informed Project* supported the development of evidence based Literacy targets for schools in 2015. Developing oral language skills and reading and comprehension was deemed a priority and Professional Development in these areas was offered to schools through the Catholic Education Office and external providers. The ICCS extended their data informed targets in the school Literacy Plans and students' Personal Learning Plans, continuing their shared vision for Literacy.
- The Accelerated Literacy (AL) Program training was provided in Darwin, Alice Springs and on Bathurst Island for new staff in schools with a high number of English as an *Additional Language or Dialect* (EAL/D) students. The three day training provided the framework for the explicit teaching of reading, writing and spelling in English and follow up support was offered throughout the year.
- In 2015 the EAL/D Guidelines were developed to support schools in the identification, teaching and learning support and assessment of EAL/D students. The guidelines were distributed to all schools in the Diocese and are available on CENet.

Early Years and School Age Education and Care

Activity to meet legislative requirements continued to be a significant aspect of the work in Early Learning Centres, Out of School Hours Care and Preschools. This assistance proved valuable as many services continued to show an increase in the number of elements of the National Quality Standards that are being met. Support was provided through on-site visits and through the Early Years Network forums. Professional learning included Beliefs, Values, Theories and their Reflection in Practices, Leadership, reading in the Early Years, Inclusion Support Services, and Responding to Children's Behaviour.

Data on student competencies was collated for Preschools and Early Learning Centres for further analysis in 2016 to inform planning and programming. A full time Education Officer was appointed to start in January 2016.

Advanced Skilled Teacher 1 (AST 1) status for 2016

Congratulations to the following teachers who received Advanced Skilled Teacher Level 1 recognition as from the first day of the school year in 2016:

AST 1 Status	School
Shirley Worsfold	O'Loughlin Catholic College, Darwin
Darren Taylor	Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga
Kathryn Reilly	Our Lady of the Sacred Heart Catholic College, Alice Springs
Denise Simon	Our Lady of the Sacred Heart Catholic College, Alice Springs

Advanced Skilled Teacher 1 (AST1) Renewal status for 2016

Carolyn Knutsen, St John's Catholic College, Darwin.

LEADERSHIP

Projects and Agreements (P&A)

2015 Project Listing

Project Name	Location
Additional Teachers	ICCS
Asset Management	Systemic
Attendance Management Mapping Application	Systemic
Careers Program	Systemic
Catholic Formation	Systemic
Christian Ministry Cert III (Pathways)	XCC, SJCC K, SJCC D, MCC
Creating Real Jobs	ICCS
Da Ngimalmin	OLSH TCC
Data Informed Practices	Systemic
Growing Our Own MKII	ICCS
ICT For Learning	Systemic
Inclusion Support Data (Inspire)	Systemic
Indigenous Ranger Cadet Program	OLSH TCC
Instructional Coaching	Systemic
Leadership Development Project	Systemic
Little Children's Learning Place	OLSHCC AS
Pastoral Care and Wellbeing	Systemic
Professional Learning for Teaching L& N	Systemic
Reading Recovery	Systemic
School Business Management Improvement Framework	Systemic
School Nutrition Program	ICCS
Senior Years	Systemic
Special Needs	OLSH TCC
St Johns Wrap around Project	Systemic
Strengthening, Engaging, Ensuring Success (SEES)	SJCC-K
Stronger Futures Team	ICCS
Supporting Indigenous Pre School Education (SIPE)	ICCS
Technology	Systemic

Catholic Indigenous Leadership Team (CILT)

During 2015 Project Management was a key activity for the Catholic Indigenous Leadership Team (CILT). In 2015 there were several projects started and three projects completed. The projects followed a structure that included planning and evaluating with a focus on building participant/project managers skills.

Each Project Manager was responsible for his/her project in its entirety. This included communicating with and coordinating stakeholders, gaining appropriate authorisations, managing activity and timelines. Activity will continue in 2016 and is expected there will be an increase in projects completed



Picture L-R Br Daniel Hollamby FMS, Molly Munkara, Rosemary Palmer, Concepta Orsto, Kellie McDonald.

Participants Name	Concepta Orsto
School Name	Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga
Project Name	Sacraments
Project Vision	Preparing and planning for First Holy Communion and Confirmation, linking together both culture and faith with singing and dancing
Main Activity	<ul style="list-style-type: none">• Prepare and conduct lessons with students• Organise families• Organise people at school

Participants Name	Molly Munkara
School Name	Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga
Project Name	Tiwi School Values Stay Safe – Pukumura Nyirramuwu Respect Everyone – Puranji Nyirramuwu Learn Everyday – Kutakami Papi Arimi
Project Vision	To write a song about our school values so our students learn and understand our school values and students and teachers enjoy and participate together including at events for example school assembly
Main Activity	<ul style="list-style-type: none"> • Write a Tiwi/ English song about our school values • Teach students song • Film the song • Launch the song

Participants Name	Rosemary Palmer
School Name	Ltyentye Apurte Catholic School, Santa Teresa
Project Name	Family Open Day
Project Vision	Have a day at school where families can come into the classroom to see their children's work
Main Activity	<ul style="list-style-type: none"> • Inviting parents • Many families came into the classrooms and looked at their child's work • Activities for children to complete when families visiting • Family and staff BBQ



Careers Program

The Careers Program project commenced in Semester 2, 2014. The vision for the project is to create and implement a Career and Pathways Program in NT Catholic Secondary Schools for students from Years 7 – 12.

The program gained momentum throughout 2015. Through the delivery of Network Meetings to School Career Co-ordinators staff from 10 schools participated in activities such as, Department of Education Pathways Seminar and workshops facilitated by David Carney, the Executive Director of the Career Industry Council of Australia who addressed the key elements of a quality career program and introduction to the online career tool Naviance.

Participants were provided with a Career's Program proforma and were invited to identify:

1. The vision and objectives of a Careers Program in their school context and
2. How this program links into their School's Strategic Plan.

The Career Co-ordinators were able to network with their colleagues to discuss what a careers program may look like in their school context. Throughout the project, Co-ordinators attended the VET Network conference and experienced an on-site visit to a College which

has an excellent careers program in place and is also a Registered Training Organisation. This provided the opportunity for participants to see how an effective careers program would work and ask questions to put into their own School context.

Through the activities undertaken in this project throughout 2015, five NT Catholic Schools now have a Careers Program in place for the start of the 2016 year, with the remaining schools continuing to work towards implementing such Program.



Growing Our Own – Pre Service

Teacher Education

The *Growing Our Own (GOO)* project is a pre-service teacher education program for Indigenous staff in our Catholic Schools in the following communities:

- Ltyentye Apurte Catholic School, Santa Teresa;
- Our Lady of the Sacred Heart Thamarrur Catholic School, Wadeye;
- St Francis Xavier Catholic School, Naiyuu, Daly River;
- Xavier Catholic College, Wurrumiyanga, Bathurst Island;
- Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga, Bathurst Island.

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

To achieve this project aim, the objectives are:

1. Offer a quality pre-service Bachelor of Teaching and Learning degree in each community in a culturally appropriate manner, in order to improve capacity of the Indigenous education workforce;
2. Increase the number of community based qualified Indigenous teachers;
3. Ensure students complete the course requirements, including progressive exit points such as Certificate or completed Bachelor qualification; and
4. Support graduate teachers for smooth transition from Teacher Assistants to fully qualified teachers.

In 2015 the GOO program enrolled a new cohort of students in two communities. Students from Wurrumiyanga, Bathurst Island commenced studies under the GOO program in Term 1 and students from Santa Teresa enrolled into the GOO program and commenced studies in Term 2. These new

enrolments complemented the existing students at Daly River and Wadeye bringing the total number of Indigenous students participating in the GOO program to fourteen students. CENT currently has thirteen graduates teaching in our schools.

During the year, the GOO program was supported by the *More Aboriginal and Torres Strait Islander Teacher Initiative (MATSIIT)*, this complimented the GOO Program by extending support to graduate Teachers in their early years of teaching career. The initiative saw graduate Indigenous teachers at CENT schools in Santa Teresa, Wurrumiyanga, Darwin and Katherine supported through mentoring by experienced teachers and Charles Darwin University (CDU) co-ordinators.





Little Children's Learning Place

This project operates the Little Children's Learning Centre at Our Lady of the Sacred Heart Catholic College in Alice Springs. The Centre provides educational and specialist services to support traumatized and disadvantaged Indigenous children from Alice Springs including those who reside in town camps and indigenous communities around Alice Springs. The Centre also provides a bus service to collect and drop off the children in and around Alice Springs.

The project focuses on the following major components to support and prepare Indigenous Preschool aged children for enrolment into westernized schooling:

- Building capacity for children's health & wellbeing;
- Building confidence to feel safe at School and skills development for School readiness;
- Develop literacy & numeracy skills.

Utilising the literacy and numeracy resources contained in the *Remote Schools Curriculum Assessment Materials (RSCAM)* learning packs sourced from Northern Territory Department of Education, the Centre has developed a unique one year assessment program to measure student competencies. This is working

very well in developing student competencies and identifying student needs for more specialised support.

The Centre regularly works with the Department of Children & Families regarding a number of students with high anxiety, sexualised behaviour, violent behaviour, low self-esteem and other health issues to support the progress of these students through the Centre's school readiness program.

The Centre operated at full capacity throughout 2015, with students at varying levels of learning ability and social skills. Through the specialised services delivered under this project during 2015, 6 students of the Centre achieved the social skills and the required literacy and numeracy levels to enter into westernised schooling. These students graduated from the Little Children's Learning Centre at the end of 2015, ready for enrolment into Transition at the start of the 2016 school year.





Work Health & Safety (WHS)

Work Health & Safety Vision

Catholic Education Northern Territory (CENT) is committed to ensuring the health and wellbeing of its employees, students and our broader 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

A work health and safety annual implementation plan was developed and implemented during 2015. The objectives were to:

- develop a safety culture that improves the health and wellbeing of our workers
- develop in our people a competent knowledge base and skills to fulfil their work health and safety responsibilities
- ensure continual improvement of and implementation of the CENT Safety Management System
- reduce the frequency and severity of risks to people's health and safety through effective risk management strategies
- provide information, training and support and motivate our people to identify and manage hazards effectively
- routinely monitor and review our work health and safety performance to achieve continual improvement

Key strategies outlined in the annual plan were to:

- review and revise work health and safety performance indicators for all Catholic Diocese of Darwin entities
- further develop safety risk registers for CENT and Catholic Diocese of Darwin entities
- support work health and safety e-learning for CENT and Catholic Diocese of Darwin entities
- develop and implement a three year self-insurer audit plan
- Self-insurer audits conducted by an external work health and safety consultant

Work Health & Safety Training

E-learning modules for WHS Awareness and Bullying and Harassment were rolled out during 2014. Due Diligence for Officers was rolled out during 2015 for all Catholic Diocese of Darwin entities. Planning for the roll out and implementation of *Manual Handling and Ergonomics e-learning* and *Protecting Children and Vulnerable Adults* e-learning commenced during 2015. The e-learning training is mandatory for all employees.

Work Health & Safety Performance Reporting

Work health and safety performance targets were established for schools and colleges and they are monitored on a term by term basis. The performance targets are focused on positive performance indicators. A summary of the reports is provided each term to the CENT Work Health and Safety Committee, Principals, Work health and Safety Coordinators, Catholic Education Council NT and the Exempt Licence Governing Committee. The results of the performance reporting demonstrate that work health and safety systems are well integrated into the running of schools and colleges and leaders are taking an active role in work health and safety.

Work Health & Safety Consultation

The Work Health and Safety Committee is the principal consultative forum for CENT and continued to meet each term during 2015. Membership of the committee consists of leadership and staff representing schools, colleges and early learning centres throughout CENT and the Catholic Diocese of Darwin.

The purpose of the committee is to provide a consultative forum that can effectively address work health and safety matters that arise in CENT with particular reference to the requirements of the Work Health & Safety (National Uniform Legislation) Act and Regulations and the National Self Insurer Standards.

A work health and safety network meeting was also held each term and this meeting is also a significant consultative forum and informal training on CENT Work Health and

Safety Policy and Procedures. Work Health & Safety Coordinators from all Catholic education schools and colleges attended this meeting.

WHS Improvement Strategies

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

- Further development of safety risk registers for CENT, residential at St John's Catholic College and other Diocese of Darwin Catholic entities.
- Reviewing and updating work health and safety policies and procedures to ensure they conform to legislation and the requirements of the self-insurer standards and audit results.
- Revision and update of Work Health and Safety Performance Indicator Reports.
- Scheduling and conducting self-insurer audits for 2015, 2016 and 2017.
- Implementation and monitoring of work health and safety e-learning.
- Negotiations commenced for roll-out of two new e-learning modules for 2016. They are: *Manual Handling and Ergonomics* and *Protecting Children and Vulnerable Adults*. Work Health and Safety e-learning is mandatory for workers.

Notifiable Incidents

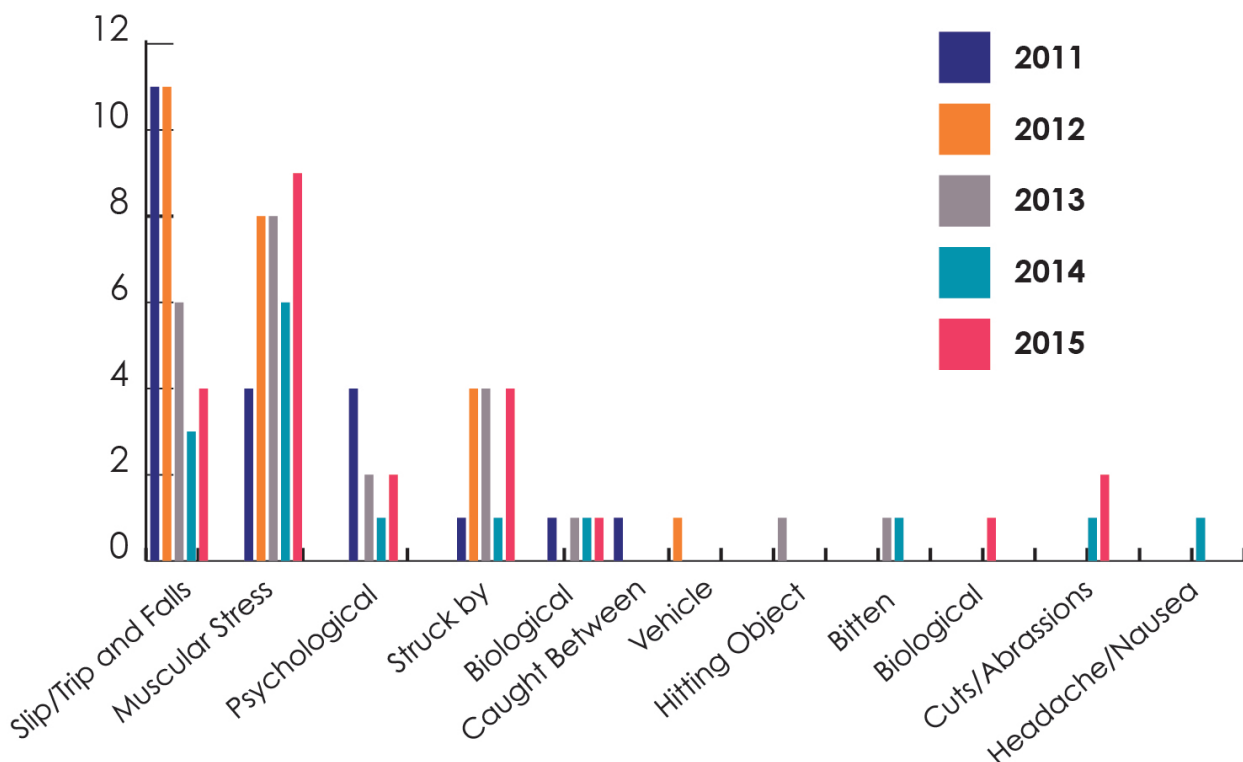
There were no notifiable incidents to NT WorkSafe during 2015.

Workers Compensation Claims

During 2015 twenty two workers compensation claims were lodged in comparison to fifteen workers compensation claims lodged during 2014. Four of these claims were rejected by the insurer. Since 2013 slip/trip/fall claims have decreased and manual handling injuries have decreased.

The graph below shows the number and type of workers compensation claims per year for the previous 5 years:

Catholic Education NT Workers Compensation Claims 2011-2015



COMMUNITY AND CULTURE

Community and Culture (C&C) Standing Committee

Throughout 2015 the Community and Culture Standing Committee of the Catholic Education Council maintained its focus on ensuring that each school developed and maintained clear Community and Culture goals and objectives.

The Standing Committee met regularly and focused on developing goals and actions that included re-visiting the goals and objectives of schools and ensuring schools are familiar with these;

- ensuring that school and community links are strengthened;
- ensuring each school addresses the *Community and Culture Annual Strategic Implementation Plan*; and
- the Standing Committee revised the survey conducted in 2014 and commenced the Sister School program to creatively work together to celebrate key community days in acknowledging and understanding diversity within schools.

Orientation

Planning for Orientation 2015 commenced in Term 3 of 2014. The Orientation Program for new teachers joining our schools in the Territory was conducted at the Hilton, Mitchell Street, Darwin and Darwin Waterfront on 21, 22 and 23th January 2015.

Catholic Education Northern Territory is committed to professional learning for all staff. This annual three day Program aims to provide a strong foundation and forum on life in the Territory to all new teachers beginning a teaching career and new school leadership in CENT with an opportunity to develop a good understanding of CENT and in establishing personal and professional relationships.

The Welcome evening prior to the Program at Crocosaurus Cove, Mitchell Street, Darwin provided participants and their families an initial introduction to the Territory and to the program for the following three days.

The opening ceremony on Day 1 was conducted in the park opposite the Hilton and featured a traditional Welcome to Country and a 'smoking ceremony' followed by a packed agenda for Day 2 and Day 3.

Community Indigenous Leaders Team (CILT) members contributed to the program leading in the liturgy, ceremonies and providing introductions to key presentations. Teaching and Learning presentations focused highly on curriculum issues related to the Australian Curriculum and where relevant, teaching in Indigenous Catholic Community Schools (ICCS).

During Semester II 2015, Ms Ailsa Purdon's membership of the Standing Committee ceased as she pursued a position with the NT Department of Education to develop Indigenous Language and Culture as well as Mr Bertram Tipungwuti who stepped down at the end of 2015 to pursue the Growing our Own (GOO) Study Program. The Committee acknowledged and thanked both members for their contributions.

PASTORAL CARE AND WELLBEING

Pastoral Care and Wellbeing (PCWB) Standing Committee

During 2015 the Pastoral Care and Wellbeing (PCWB) Standing Committee of the Catholic Education Council (NT) focused their work on addressing the goals of the PCWB Section of the Strategic Plan: *Towards 2017*; in particular to ensure that all schools in the Diocese had a Pastoral Care and Wellbeing Committee.

The leadership formation of Wellbeing Leaders in schools continued throughout 2015 and provided Professional Learning around the priorities established by schools.

Priority areas for 2015 included development and/or implementation of:

- Action Plan for 2016
- Best Practices Framework for engagement of Catholic Care Counsellors in School. This online framework is linked to the Agreement of Service Provision between Catholic Education NT Schools and Catholic Care.
- Completion of processes to develop a Postvention Suicide Plan in all Secondary Schools.
- Engagement with four schools in exploring the topic of Developing a Whole School Approach to Wellbeing for Learning.
- Building strong partnerships with Kidsmatter and Mindmatters.
- Social Emotional Learning program developed by Professor Helen Cahill - Melbourne Graduate School of Education. The program includes Early Years through to Year 12 and is available in module outlines to all schools.
- Kidsmatter and Mindmatters survey templates were used by schools. Seventy percent of schools collected data to inform the effectiveness of Wellbeing programs in their schools. Surveys are available for

students, families and teachers. The target for 2016 is that 100% of schools survey their school communities. Survey tools are well researched and minimal resources are required at the school level as tool, analysis of data and reporting documents are all funded through the Kidsmatter and Mindmatters initiative.

Partnerships with Catholic Care, Kidsmatter, MindMatters and Headspace continue to provide essential school support.

The PCWB Standing Committee has expanded its membership to include representation from Catholic CareNT, Leader of Work Health and Safety, Principals, Deputy Principals, Principal Consultant and Leader for Inclusion Support. The disciplines of teaching, psychology, counselling and sociology are incorporated into this multi-disciplinary team. In 2016 the Standing Committee aims to seek expressions of interest from a parent representative.

The Leader of Pastoral Care and Wellbeing, Bernadette Morriss accesses consultancy support from Mary Tobin (tobinedcircle). Mary has worked in education for 35 years in teaching, leadership policy and strategy development. Most recently she was the Manager Wellbeing and Community Partnerships at the Catholic Education Office, Melbourne. Mary guides the policy work of this Standing Committee ensuring success for all students in Catholic Schools NT. During 2015 a not-for-profit organisation - Wellbeing in Schools Association (WISA) provided Professional Learning for Pastoral Care and Wellbeing to Leaders in Schools.

CENT have funded research in Pastoral Care and Wellbeing. The plan is currently in draft form and provides an opportunity to explore two focus areas:

1. Research on best practice around 'whole school' models for Wellbeing for Learning.
2. Leadership in Schools on Leading Wellbeing for Learning.

All documents related to the area of Pastoral Care and Wellbeing are available on CENet.

FINANCE, FACILITIES AND RESOURCES

Finance

TechnologyOne System Implementation

At the start of 2015 the TechnologyOne system for finances and payroll was introduced for the CENT and the Northern Territory Block Grant Authority (NT BGA). A new system such as this comes with many initial challenges and these were addressed throughout the year and during the following audit period.

- Financial reports design: a range of standard reports were designed and implemented to meet the needs of the Indigenous Catholic Community Schools, the Catholic Education Office and the NT Block Grant Authority.
- Payroll implementation: throughout the year incremental improvements were made to the payroll system and processes, including the handling of holiday and stand down periods, the automation of some aspects of timesheet handling and providing staff access to the self-service portal.
- End-of-month procedures: an end-of-month procedure was established to ensure that the system accurately captures the full range of financial transactions.

The result is a system that is well adapted to the needs of schools and the Catholic Education Office, and to the reporting requirements of external stakeholders. It is now a stable platform from which many further system and process improvements can be made. The system is also being prepared for integration with the Civica Education Suite, which is necessary for it to be introduced into all other Catholic schools in the NT. The system is to be piloted in an urban school during 2016.

Finance Policies Update

Further work on finance policies was undertaken during 2015. Draft policies for Cash Handling, Credit Cards and Accounting for Trading Activities were finalised and circulated for comment.

Banking

Additional receipting and payment services were adopted through the National Australia Bank and the Maze and TechnologyOne finance systems were adapted to take advantage of these.

Future activities

The TechnologyOne system will again dominate the activities of the Finance team as further improvements are made to the system as it has been implemented for the Indigenous Catholic Community Schools and the Catholic Education Office. These improvements will be:

- Further improvements to reporting capacity to meet the auditing needs and external reporting obligations.
- Introducing efficiencies in processing through greater use of importing, data capture and automatic document generation.
- Introduction of the purchase requisition module.
- Preparing and trialling the rollout of TechnologyOne to the urban schools, including integration with the Civica Education Suite.

Northern Territory Block Grant Authority (NT BGA) applications approved for 2016

2016 General schedule approved for Catholic Schools		
School	Grant (\$)	Project Description
St Joseph's Catholic College, Katherine	150,333	Construct Multi-purpose room to allow delivery of all special education needs programs.
St John's Catholic College, Darwin	47,060	Renew roof sheeting & purlins in 'Wellbeing Advisor Office'
Our Lady of the Sacred Heart Catholic College, Alice Springs	BGA Interest 68,250	Replace non-conforming balcony balustrades – Junior Primary (Bath St)
O'Loughlin Catholic College, Darwin	300,000	Construction of 3 new GLAs to support continued enrolment growth.
MacKillop Catholic College, Palmerston	BGA Interest 52,650	Construct covered walkway between blocks B & D.
Holy Spirit Catholic Primary School, Darwin	16,900	Build outdoor learning / play area with shade sails to replace shade loss due to tree removal.
Holy Family Catholic Primary School, Darwin	21,212 + BGA Interest 115,288 (Total 135,600)	Upgrade student and staff toilets.

Industrial Relations (IR)/Human Relations (HR)

The Catholic Education Office established an Employee Relations position in 2014 delivering an environment where there is trust and growing confidence in understanding and the implementation of IR/HR processes and practices ensuring Catholic Education Northern Territory (CENT) meets the legislative requirements and moves towards best practice across this system. Employee Relations aims to foster an environment within CENT where employees feel valued for their contribution and intelligence and work collaboratively with Employee Relations to provide tailor made results.

A variety of services have been rolled out including training and development workshops for Principals and Deputy Principals in the areas of HR and IR including areas such as managing underperformance, managing honest conversations, mediation techniques, anti-discrimination, Equal Employment Opportunities (EEO), bullying and harassment aligned to the overarching policies. Principals and Deputy Principals have been upskilling in a variety of elements of Employee Relations including the delivery of effective performance management, dispute resolution and conflict management with the focus always on reconciliation and restoration of positive working relationships. The delivery of these services and workshops has continued to foster trusting, effective working relationships throughout CENT which has empowered our key leaders across CENT. This,

in turn, drives us all towards the main goal of uncovering mutually beneficial outcomes between employees and leadership which will mean improved Employee Relations across the schools.

Employee Relations drives CENT to reflect and to understand who its employees really are, who it is dealing with, and ways it can communicate on a day-to-day basis encouraging leadership to see employee needs from their perspective. Another key component of Employee Relations is the monitoring and identification of emerging patterns that may cause issues for Principals and the subsequent development of 'on target' training in those identified areas will be provided through workshops.

The Employee Relations mission is to strive to achieve best practice in not just Human Resources but also Industrial Relations. This year the CENT has collaborated with a number of industrial advocates including union representatives, the Fair Work Commission, Anti-discrimination Commission NT, NT Worksafe, Fair Work Ombudsman and other employee advocates. These positive exchanges, grown out of respect and mutual understanding, have enabled these organisations to gain trust and confidence in the Employee Relations practices of CENT, building on its reputation and commitment to achieving best practice in Employee Relations meaning positive outcomes for today and tomorrow.

Media, Marketing and Communications

Building Pathways to a Stronger Future Branding

The branding for *Building Pathways to a Stronger Future (BPSF)* was developed to promote the careers program offered in schools. Each stage of the program represents pathways from Year 7 to Year 12, being the building blocks to a stronger future.



The branding is made up of six individual symbols consisting of an Indigenous inspired design which illustrates what each year level will focus on.



The six stages of the program are;

- Discover
- Explore
- Focus
- Plan
- Decide
- Research

Purpose of careers program:

- Create a program from Year 7 to Year 12
- Link to school strategic plan
- Create network
- Work closer with inclusion support
- Provide Professional Development

Careers Program

Year 7 Discover

Students will look at themselves and identify things they do well, they will look at their skills, qualities and talents. They will work with, and learn from others.

Year 8 Explore

Students will explore and engage in activities around looking at their values, decision making, and personal strengths and investigate mentors.

Year 9 Focus

During this module, students will explore their local area and look at the skills in demand as well as attend career expos. They will take part in a group entrepreneurial challenge and look closely at VET options.

Year 10 Plan

Students will start to plan for year 11 and 12 by researching subjects and understanding the SACE patterns. They will map their employability skills and complete some money smart activities.

Year 11 Decide

Students will identify people who are able to help with personal career development, preparing for year 12 and the future, making decisions and dealing with changes.

Year 12 Research

Students will research scholarship opportunities, university applications and further study as well as costs of living, transition from school and achieving balance between work and life.

Defence Expo

Catholic Education NT kicked off this year hosting a stall at the 2015 Defence Expo. This was an opportunity for urban schools to create new relationships and improve existing relationships with our Defence families.

Holy Family new logo branding

This year Holy Family launched their new school emblem. The emblem was based around the existing logo that was created in the early '80s when the school was first established.

Old emblem



New emblem



Royal Darwin Show

CENT hosted a stall at the Royal Darwin Show in which it participated in the Yellow Brick Road (YBR) stamp collecting exercise. This was a big help in drawing the public to its stall. The YBR is a very simple and popular concept that takes show visitors around the Show, visiting stands they may not usually visit or see. The idea is for Show visitors to purchase an YBR map of the Show and a show bag. The show bag is empty and the map which, in the effect a voucher, enables them to collect a free product from the participating exhibitor's stand, located around the showground. The purpose of this marketing exercise is to draw more show visitors to our stall.



Mackillop Catholic College Entrance Signage

After six long months of planning the MacKillop signage was finally being installed in front of the main school entrance on Farrar Boulevard, Palmerston just in time for the start of the second semester. The design of the signage encapsulates the shape of the school building and its surroundings.

Element features of the signage:

- The signage stands at 1900mm in height (at the highest peak) and 4800mm in width and weighing in at 50 tonne.
- The logo is made up of 10mm acrylic graphics to stand off the aluminium panels sprayed in 2Pac paint in the school colours navy blue and ochre.
- The front of the sign is made up of 3mm thick aluminium panels with white acrylic laser cut lettering and back panels sprayed in 2Pac grey paint.
- The main back frame of the signage is

made up of 4mm aluminium fabricated frame panels and sprayed in navy blue 2Pac clear finish.

- To complete the signage four 25mm stainless steel rods rolled to shape and spaced off the fabricated frame were installed to give it more visual depth.

Catholic Education newspaper feature



The Catholic Education Office and urban schools participated in the 2015 Catholic Education in the Top End Sunday Territorian newspaper feature wrap, focusing solely on Catholic Schools in the Top End. This was a great opportunity for schools to promote what has been happening at their school, stories on proud achievements and awards or upcoming events.



Focus for 2016:

- Rebranding of the ICCS Recruitment advertising campaign. New slogan and advertising campaign 'Teach in the Territory' "Can you make a difference in an Indigenous Catholic Community School?"
- The Media Section work collaboratively with the IT Section to implement contents for CENT publications. Radio and TV advertising campaign to promote Catholic schools and CENT.

Information Communication and Technology

Project – Cloud

The removal of the final server infrastructure into the CEO data centre at Area9 was completed during 2015. This included all file and print servers. This has reduced the amount of space necessary for the required networking equipment and modems to a bare minimum thus freeing up space for other use. This project has reduced the risk to the CEO dramatically and increases uptime to systems used by the CEO especially during the wet season when Darwin is prone to power outages caused by severe weather activity in the tropical north. Other additional advantages of this initiative mean that the CEO has a scalable environment that requires no further capital expenditure and more flexible storage options.

As a part of this project the CEO has also deployed a state of the art Voice Over Internet Protocol (VOIP) hosted phone system and installed a dedicated fibre Virtual Private Network (VPN) between its offices and the Area9 datacentre as well as upgraded internet services. All systems are now fully operational and working well.

Project – Technology One

The Technology One finance, payroll and human resources system is now being used by the CEO and the five Indigenous Catholic Community Schools and being supported by the CEO IT Department. Further rollout to urban schools is planned during 2017.

Project – Civica Education Suite

During 2015 a test version of the Civica Education Suite (CES) was deployed in the CEO Datacentre at Area9. This software encompasses the administration and billing functions and will replace the current system, Maze, which is nearing the end of its functional life. The system is a new, contemporary, centralised web-based system that will be available via the internet unlike the distributed desktop system that it replaces. This means that access will be available to staff wherever they are, provided the internet is available.

The CES will be used in conjunction with Civica's Central Person Store (CPS) which will provide identity management for students, teachers and parents that will among other things make transferring of students and teachers between Catholic schools much easier and also assist in bringing associated demographic and activity data with them. This software will mean that longitudinal views of students and teachers will be more accurate when reported out of the CENT reporting platform.

Planning and testing has been happening during 2015 ready to begin deploying this new system to the first 5 Indigenous Catholic Community Schools in 2016.

Project – CEO Intranet, CENet

CENet, which was first launched late in 2014, is the name for the CENT intranet. It is available externally by way of a secure website that users can log into using their CEO usernames and passwords. The CENet features a consistent look and feel with CEO branding and colours and contemporary intranet design so that content can be easily found and accessed. CENet is built on the Microsoft SharePoint platform and is designed to provide news, information, document storage and management, other content such as photos and video, work flows and much more.

There have been ongoing improvements to this platform during 2015. Workflows have been built for the Project Management Framework, storage, document control, management for CENet and many other frequently accessed document libraries such as policies and procedures, handbooks and other general information.

The site houses calendars, intranet sites for the various areas within CENT system such as Executive and Leadership, Catholic Identity, Teaching and Learning, CEO Services and provides SharePoint sites for a growing number of schools. It has also a secure reporting environment where schools and those providing services to them can access a growing range of self-service reports, dashboards and student profiles.

Project – Inspire

Inspire is a purpose built application by the IT Department that automates all documents that teachers and CEO Inclusion Support staff use in relation to special needs students in Catholic schools. This includes Student Needs Profiling Instrument (SNPI), *Concerns Document* and the *Education Adjustment Plan*.

Inspire is designed to simplify teacher workload by providing online access for recording concerns, accessing relevant intervention strategies, profiling students, referring for specialist assessments, creating effective adjustment plans and applying for supplementary funding for students with disabilities.

Inspire also builds teacher capacity, enabling collaboration within and between schools, and inclusion support services. It gathers appropriate school level data for reports such as the *National Consistent Collection of Data (NCCD)* for Students with Disabilities. It also provides CENT inclusion support services a streamlined way of managing referrals and funding requests; whilst gathering system level data for reporting requirements.

Further development has been made to this application during 2015 and final completion is expected in early 2016. While it has been used across the school system during development, a full launch will be made in early 2016.

Project – Indigenous Catholic Community Schools (ICCS)

Outside of routine maintenance, 2015 has seen continued ongoing focus on infrastructure upgrades. These have included new cabling and managed switches at one school, touch screens at three schools replacing electronic whiteboards (Smartboards), upgrades to projectors for the remaining Smartboards for all schools and upgrading and increasing coverage of wireless for all schools.

Due to increasing numbers of iPads being

deployed at ICCS schools, a mobile device management solution has become a priority. During 2014, a number of software packages/suites were investigated before a suitable package, Casper, was selected to be trialled in 2015. The first school to trial Casper was St Francis Xavier Catholic School at Daly River and after its successful introduction there, it has now been rolled out to all ICCS to manage their iPads. This has greatly reduced the time it takes to manage these devices and ensure that Apps are upgraded and deployed in an efficient fashion.

Project – Lync/Exchange Upgrade

The Microsoft Exchange mail server was upgraded in early 2015 and Microsoft Lync Server was deployed. Microsoft Lync server is real-time communications server software which provides the infrastructure for enterprise instant messaging, presence, VOIP, ad hoc and structured conferences (audio, video and web conferencing). This service which in its last upgrade was rebranded Skype for Business, has also been federated with the NT Department of Education Lync server so that seamless contact with our colleagues in government schools is available.

Project – Video Conferencing Facilities

A project to upgrade video conferencing ability at the CEO and across the school system was commenced and completed during 2015. This included extensive research and planning to investigate the most user-friendly and integrated system that was available. One important criteria was its ability to integrate with Microsoft Skype for Business.

A detailed requirements document was provided to suppliers. In the latter part of 2015 the system was installed in the Kerinaia Conference Room. The system features a Polycom end point with an 84 inch touch display panel, full Skype integration, a programmable touch controller which provides a user-friendly fully integrated interface, ceiling mounted speakers and microphones and two face tracking cameras that provide an immersive experience for users calling in.

This system is also connected to a computer and can accept multiple device content sharing from wireless devices such as laptops, tablets and smartphones for meetings and presentations. The system is available for video conferences, meetings, presentations, workshops and social gatherings and will provide new communications channels that

will reduce the need for travel and provide an extra tool for delivering education and professional development.

Project – Data Warehouse/ Business Intelligence

Over the last two years there has been an ongoing effort at the CEO to develop a data store (Data Warehouse) and Business Intelligence (BI) and reporting platform. This project has been progressing well and is now being used to provide increasingly more reporting for compliance requirements as well as for reporting, analysis and dash boarding via the *SharePoint Intranet*, *CENet*. It is also being used to seed information to downstream applications such as *Inspire*.

A publishing presence on CENet was developed during 2015 called *InfoCentral* and will be rolled out more fully in 2016.

Project – Attendance Management Map Application (AMMA)

CEO joined with Our Lady of the Sacred Heart Thamarrurr Catholic College to develop a tablet based application to combat truancy in remote communities – initially specifically in Wadeye. The application was the brainchild of a staff member at the school. The application was designed to help focus and foster discussions between local indigenous families, school attendance staff, NT Government truancy officers and the Commonwealth Government *Remote Schools Attendance Strategy* (RSAS) staff.

The AMMA graphically displays at the house level whether or not students in that household are at school. Bus drivers and Attendance Officers can easily identify houses to visit. The AMMA allows any user to add notes, including change of address and reasons for not attending as well as any other welfare based events.

The AMMA brings together multiple user groups and saves time and effort in improving student attendance. It is designed specifically, but not only for operators who have English as a second language or whose English proficiency is low by providing an intuitive graphical mapping interface. Users may be a single person or combination of Bus Driver, Attendance or Truancy Officer. Secure user access has been designed to be role based and is managed within the CEO Data warehouse.

For the bus drivers/truancy officers using the AMMA daily, it is a powerfully simple tablet application that provides student location and attendance information. It also allows them to log student attendance events regardless of whether they are online or offline – the system automatically updates and synchronises with the server once the bus driver is back in range. The advantages of using the app is that all the information that is reported is automated and in as close to real time as possible creating efficiencies for both the school and the user. It allows for formal feedback to the school with regards to address and welfare based information eliminating further data entry at the school. It can be expanded to other schools and for other uses by creating new roles and has the capacity to be further developed for other attendance related uses.

Focus for 2016:

- Rollout of Civica Education Suite to five Indigenous Catholic Community Schools
- Civica/TechnologyOne billing interface
- Refurbishment of Crowe Room ITC and presentation equipment
- CEO Wireless upgrade
- Finalise development and deployment of Attendance Management Map Application
- Investigate Electronic Document Management System
- Implementation of CIAnywhere – TechnologyOne Finance Web Interface

Infrastructure

Capital Works

Ltyentye Apurte Catholic School (LACS), Santa Teresa

The “Principal’s” House has finally begun its much needed refurbishment both internally and externally. The works is expected to be completed by early 2016.

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

Due to the remoteness of Wadeye a storage warehouse facility was completed in 2015 to provide a secured storage space for furniture and equipment for the school and housing needs to reduce the waiting times where goods are required to be freighted from Darwin.

Murrupurtiyanuwu Catholic Primary School (MCPS), Wurrumiyanga

Through funding from the NT Block Grant Authority and the Asbestos Removal Program, MCPS was able to convert a tired and dis-used classroom into a fresh and modern GLA. This work was completed in 2015.

Stronger Futures – Staff Housing – Indigenous Communities

Planning began for future housing provided by the Commonwealth's Stronger Futures Program for staff housing in the four Indigenous Catholic Community Schools. This program is funded over five years with OLSH TCC to receive in effect a total ten additional bedrooms spaces, with MCPS and Xavier Catholic College Wurrumiyanga (XCC) six bedrooms in total and LACS the refurbishment of the Principal's House.

The building of new housing is anticipated to commence both in Wadeye and Wurrumiyanga in mid-2016.

MacKillop Catholic College (MCC), Palmerston

With the continual growth of MCC, the need for the additional GLAs and specialty teaching areas was again in high demand for an earlier than expected delivery.

Norbuilt was awarded with Stage 3 of the works, which included some 11 GLAs and the senior material arts facility and works began in July 2015. This occurred only after a week of Stage 2B being handed over by Nightcliff Builders.

Stage 3 is due to be completed for the commencement of the 2016 school year. Planning for Stage 4 works began in late 2015 with the expectation that the future facilities will be required in mid-2016.

2015 Daly River Flood

On Boxing Day 2015, the residents of Daly River were yet again evacuated from the community due to an impending major flood event. The evacuation proceeded with

all safety requirements met by community members and staff. However, the aftermath of this event was very much reminiscent of the 2011 flood, to the extent that the flood levels reached were identical.

The Department of the Chief Minister and the Department of Infrastructure provided timely and significant support to get the community back to Daly River to enable the school to open in time to welcome their students in a functional school on 2 February 2016.

Asset Management Project

The Asset Management Project remains a challenge in terms of time and resources.

The primary objective of this project is to assist schools in their day to day operations of managing their capital assets, such as their maintenance programs for buildings and grounds, work orders and record keeping.

We have re-scheduled, yet again, for one of our ICC schools to be tested live in September 2016.

Master planning

Master planning sessions were undertaken with OLSH TCC, Wadeye and St Joseph's Catholic College Katherine in 2015. Plans were produced to reflect each schools future needs and demands.

This process is of much value to the schools as it sets up a roadmap for any planning of facilities and will also assist in their forward works budgeting.

Master planning is a critical tool and is encouraged to be carried out in the SIRF document.

Asbestos Removal Program

MCPS, XCC and St Francis Xavier Catholic School (SFXCS) were beneficiaries of this Commonwealth Program in 2015 for both their school and housing facilities.

Although the program does not involve the total eradication of asbestos containing materials, it does assist in addressing immediate needs and has been a tremendous help to each school.

The program is planned for LACS sin 2016.

Solar Program

The CEO has engaged EcoCommunity to assist with carrying out an energy audit involving solar PV in all our schools and providing recommendation on the suitability of same.

EcoCommunity has done similar type of work with both the Dioceses of Townsville and Cairns. It is anticipated the audit will be completed by mid-2016.

Focus in 2016:

- Implementation of the Asset Management System
- Reviewing of policies and procedures
- Planning for a primary school in Zuccoli, Palmerston



SCHOOL STATISTICS

School Enrolments 2015			
School Enrolments 2015	Primary	Secondary	Total
St Mary's Catholic Primary School, Darwin	229		229
St Paul's Catholic Primary School, Nightcliff	281		281
Holy Spirit Catholic Primary School, Casuarina	256		256
Holy Family Catholic Primary School Karama	195		195
Sacred Heart Catholic Primary School, Palmerston	336		336
St Francis of Assisi Catholic Primary School, Humpty Doo	185		185
St John's Catholic College, Darwin		320	320
O'Loughlin Catholic College, Karama		574	574
St Joseph's Catholic College, Katherine	144	137	281
Our Lady of the Sacred Heart Catholic College, Alice Springs	408	426	834
Xavier Catholic College, Nguiu, Wurrumiyanga		109	109
Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga	228		228
St Francis Xavier Catholic School, Nauiyu, Daly River	41	18	59
Ltyentye Apurte Catholic School, Santa Teresa	84	35	119
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye, Port Keats	385	204	589
MacKillop Catholic College, Palmerston		442	442
St Joseph's College Flexible Learning Centre, Alice Springs		95	95
Total	2772	2360	5132

Enrolment Trends 2005-2015

Primary				Secondary		
Year	Boys	Girls	Total	Boys	Girls	Total
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	1997
2014	1467	1391	2858	1091	1105	2196
2015	1449	1323	2772	1193	1167	2360

Enrolment Type 2014 – 2015

	2014			2015		
Urban	Boys	Girls	Total	Boys	Girls	Total
Primary	1068	1018	2086	1064	970	2034
Secondary	943	926	1869	1017	977	1994
Total	2011	1944	3955	2081	1947	4028
Remote						
Primary	399	373	772	384	354	738
Secondary	148	179	327	176	190	366
Total	547	552	1099	560	544	1104

Indigenous enrolment 2005 – 2015

Urban			Remote		Total	
Year	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2014	338	479	765	327	1103	806
2015	290	501	733	364	1023	865

St John's College Boarding Students 2005-2015

Year	Students
2005	203
2006	207
2007	213
2008	231
2009	178
2010	175
2011	183
2012	177
2013	173
2014	143
2015	120

FINANCIAL STATISTICS - 2015

COMMONWEALTH GENERAL RECURRENT GRANTS Statement of income and expenditure For the year ended 31 December 2015

(Figures in \$)

Income

Commonwealth Government Grants		62,693,330
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Expenditure

Grants to schools	50,724,773	
System level support	10,714,690	
System administration	1,253,867	

COMMONWEALTH TARGETED AND NATIONAL PRIORITY PROGRAMS Statement of income and expenditure For the year ended 31 December 2015

(Figures in \$)

Income

Commonwealth Government Grants		10,025,563
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Expenditure

Grants to schools	7,603,070	
System level support	2,422,493	

NORTHERN TERRITORY GOVERNMENT PER CAPITA GRANTS
Statement of income and expenditure
For the year ended 31 December 2015

(Figures in \$)

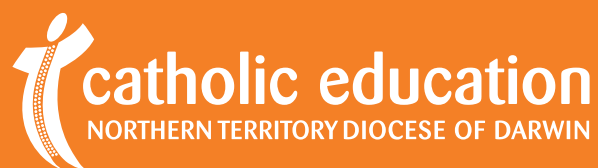
Income		
Northern Territory Government Grants		14,983,747
Expenditure		
Grants to schools	14,277,490	
System administration	706,257	

NORTHERN TERRITORY GOVERNMENT OTHER PROGRAMS
Statement of income and expenditure
For the year ended 31 December 2015

(Figures in \$)

Income		
Northern Territory Government Grants		2,828,125
Expenditure		
Grants to schools	1,311,675	
System level support	1,516,450	





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