

CATHOLIC EDUCATION NORTHERN TERRITORY

ANNUAL REPORT 2016



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ACRONYMS

AL	Accelerated Literacy
APRE	Assistant Principal Religious Education
ASD	Autism Spectrum Disorder
AST	Advanced Skilled Teachers
ATAR	Australian Tertiary Admission Rank
CDU	Charles Darwin University
CEC NT	Catholic Education Council of the Northern Territory
CENT	Catholic Education Northern Territory
CEO	Catholic Education Office
CES	Civica Education Suite
CILT	Catholic Indigenous Leadership Team
CMT	Christian Ministry and Theology
EAL/D	English as an Additional Language or Dialect
EEO	Equal Employment Opportunity
ER	Employment Relations
GOO	Growing Our Own
HR	Human Relations
ICCS	Indigenous Catholic Community Schools
IFE	Institute of Faith Education
IR	Industrial Relations
NT BGA	Northern Territory Block Grant Authority
NTCET	Northern Territory Certificate of Education and Training
NTRAI	Northern Territory Remote Aboriginal Investment
P&A	Projects and Agreements
PAT	Progressive Achievement Tests
PCWB	Pastoral Care and Well Being
RTO	Registered Training Organisation
SIRF	School Improvement and Renewal Framework
TAE	Training And Education
VET	Vocational Education and Training
WHS	Work Health and Safety

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 2016.

The leadership and staff of the Catholic Education Office (CEO) have focussed their efforts in key activities, developments and achievements in the Key Areas of the Strategic Plan 'Towards 2017' now in its fourth year. The key focus being through 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 Catholic Education Northern Territory. 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*'.

A handwritten signature in black ink, appearing to read 'D Reilly'.

David Reilly
Chair
Catholic Education Council of the Northern Territory

A handwritten signature in black ink, appearing to read 'Michael Avery'.

Michael Avery
Director of Catholic Education
Diocese of Darwin

9 June 2017

CATHOLIC EDUCATION COUNCIL OF THE NORTHERN TERRITORY

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

The objectives and functions of the Council are to serve the Church and the community. 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 - 2016

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

Principals	Mr Denis Graham
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 Dr Nicole Johnson
Teachers	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 Ms Laura Avery, 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.

The Council met once each term for whole day meetings on:

18 March 2016

10 June 2016

23 September 2016

2 December 2017

Focus Discussions - 2016

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

- Catholic Education Council Constitution (finalised and approved)
- National Issues
- Northern Territory and Australian Government Funding
- Mandatory Reporting Policy (finalised and approved)
- WHS Policies, Implementation and Performance
(Policies: Anti-Discrimination, Equal Employment Opportunity, Bullying and Harassment)
- Literacy Position Statement, process for Literacy practice and Implementation
- INSPIRE Program
- Professional Standards
- Promotion of Catholic Education
- Catholic Identity and Religious Education (Accreditation Review, Curriculum Review, Study Incentive Review, Faith Formation)
- Bilingual Program – Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye
- Bilingual and Bi-literacy Policy statement - recommendations
- Central Australia – review of historical developments in education and community development
- Options for Reform of the Federation in Education
- School Organisation and Management
- Promotion of Catholic Education
- Towards CEO Pedagogy
- Leadership development programs
- Catholic Indigenous Leadership Teams
- St Joseph's Flexible Learning Centre, Alice Springs
(finalised Memorandum of Understanding between The Trustees of Edmund Rice Education Australia and the Bishop of the Diocese of Darwin)
- New Catholic Primary School, Zuccoli
- MacKillop Catholic College, Palmerston
- Strategic Planning 2017 onwards

Publications

Faith Formation Programme 2017

Council Standing Committees – 2016

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

Catholic Identity	Ms Laura Avery (Leader of Catholic Identity)
Teaching and Learning	Mr Geoffery Carey (Deputy Director Teaching & Learning)
Leadership	Mr Michael Avery (Director of Catholic Education)
Finance, Resources & Facilities	Mr Greg O'Mullane (Deputy Director School Services)
Pastoral Care & Wellbeing	Mrs Bernadette Morriss (Principals' Consultant)
Community & Culture	Mrs Theresa Fong (Principal, Xavier Catholic College) (until Term 3) and Mr Geoffrey Perry, Principals' Support Officer (from Term 4)

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

Ms Laura Avery	Catholic Education Office (Leader)
Ms Robyn Craig	Catholic Education Office
Mrs Jacqui Langdon	St Mary's Catholic Primary School
Mr Sean Parnell	Parent and Community Representative
Mr Denis Graham	St Joseph's Catholic College
Fr Asaeli Raass	Parish Priest, Alice Springs

Meeting dates: 24 February, 11 May, 14 September, and 23 November

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 Sellers	Holy Spirit Catholic Primary School
Miss Kate Roache	Catholic Education Office
Mr Chris Trevillion	MacKillop Catholic College

Meeting dates: 8 March, 16 May (not held), 24 August and 21 November

Teaching & Learning Standing Committee

Members

Mr Geoffery Carey	Catholic Education Office (Leader)
Mrs Maria-Pia Gagliardo	Member, CECNT and Parent Representative
Mr Shane Donohue	Holy Family Catholic Primary School
Mr Lindsay Luck	St John's Catholic College [Semester II]
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
Mrs Danielle Cavanagh	St Francis of Assisi Catholic Primary School (until June 2016)

Meeting dates: 11 March, 25 May, 29 August and 21 November

Community and Culture Standing Committee

Members

Mrs Theresa Fong	Xavier Catholic College (Leader)
Mr Mark Pickham	St Joseph's Catholic College
Ms Mandy Jones	Holy Family Catholic Primary School

Due to the stepping down of Ms Ailsa Purdon and Mr Bertram Tipungwuti in Semester Two 2015 and after consultation with Mr Michael Avery and emails to Principals, the following new members were nominated and joined the committee:

Mr Lester Lemke	St John's College
Ms Melanie Luck	St John's College
Ms Robyn Collard	Catholic Education Office

Meeting dates: 11 March, 22 April, 5 August, 21 October 2016

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 Geraldine Mulvahil	Sacred Heart Catholic Primary School
Ms Liz Moloney	CatholicCare NT
Mr Vikas Pawar	CatholicCare NT (from November 2016)
Mrs Beverly Hayes	St Joseph's Catholic College
Mrs Linda Smith	Catholic Education Office
Mr Jason Eaton	Catholic Education Office (from November 2016)
Mr Adriaan Du Plessis	Catholic Education Office
Mrs Lorraine King	Parent Representative

Meeting dates: 3 March, 21 May, 1 September and 17 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 Pearse	Catholic Education Office
Mr Peter Caldwell	Member, CECNT
Mr John Flynn	Chair, Darwin Diocesan Development Fund
Mrs Laretta Graham	Principal, MacKillop Catholic College (until Term 3 2016)
Mr Lindsay Luck	Principal, St John's Catholic College (from Term 4 2016)

Meeting dates: 1 March, 17 May, 16 August, and 8 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; and
- reporting to the Catholic Education Council of the Northern Territory (CEC NT).

The Catholic Education Office works closely in partnership with schools, parishes, school boards, teachers 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

Journey in Faith

During 2016 the process of redesigning the *Journey in Faith* commenced in partnership with Catholic Education South Australia (CESA). The estimated time to complete this project is approximately three years. During 2017 parameters of the project will be agreed upon and approved by Bishop Eugene Hurley and the Bishops of South Australia. The prospectus discusses the rationale for re-design and attempts to engage the questions of what is the Religious Education (RE) teacher trying to do in Religious Education and what sort of documentation will support the RE teacher's design for quality learning.

The principles of the re-design include the following:

- valuing the strengths of the current *Journey in Faith* (as identified);
- reviewing the current *Journey in Faith* content in light of emerging research, contemporary theology and Church teaching to ensure Catholic Education Northern Territory (CENT) provides a comprehensive and relevant Religious Education Curriculum;
- engaging with current research in quality Religious Education curriculum design and pedagogy;
- drawing on traditional and contemporary Church documents to inform content revisions, including the "Educating for Today and Tomorrow" from the Congregation for Catholic Education and the General Directory for Catechesis; and
- engaging a methodology of consultation and collaboration across CENT.

A focus during 2016 in Indigenous Catholic Community Schools (ICCS) in the Northern Territory aimed at improving the pedagogical practice and repertoire within the ICCS units. Ms Robyn Craig, Education Officer – Religious Education worked extensively with the ICCS to focus on strategies that incorporate the English as an Additional Language/or Dialect (EAL/D) learner and for teachers to reflect this in their planning.



Certificate III in Christian Ministry

Since its inception in 2013, the Certificate III Christian Ministry and Theology (CMT) project continued to flourish at:

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

The aim of the project continues to provide Year 11 and Year 12 students with a challenging and rigorous Religious Education course, in addition to assisting students towards their Northern Territory Certificate of Education and Training (NTCET).

A continued partnership with the Institute of Faith Education (IFE), Brisbane proved beneficial to both CENT and IFE. Visits to the Northern Territory from IFE supported the work by Catholic Education Office (CEO) and schools.

CEO staff visited Brisbane once during the year visiting schools and planning for the professional development of teachers to deepen their understanding of the course. These visits created professional connections and provided CENT with valuable resources and ideas to further engage with students.

To ensure compliance with Registered Training Organisation (RTO) standards to deliver the course, teachers attended IFE Professional Development and two validation sessions during the year which were run by IFE and CEO staff.

CEO staff, in partnership with Alana Kaye Training, are now able to deliver the Certificate IV Training and Education (TAE) which provides flexibility to suit schools. Twenty participants attended TAE training in 2016 with the intention of delivering Vocational Education Training (VET) in their schools including Christian Ministry and Theology (CMT).

The Certificate III is now a core subject of the four schools and is a vital part of students achieving their NTCET. During 2016 a total of 70 students completed this certificate which contributed towards both their ATAR score and NTCET. A further 98 students are enrolled in the course for completion in 2017.

Discussions and preparations continued with O'Loughlin Catholic College, Darwin and Our Lady of the Sacred Heart Catholic College, Alice Springs with both schools looking at implementing the program in 2018.

Students have produced some excellent work and their work has been selected for validation with Queensland schools. A number of teachers were congratulated on the quality of the student portfolios. CMT continues to be a great RE pathway for students in proving a quality program as well as contributing to students successfully completing the Northern Territory Certificate of Education and Training.



Professional Development

Diocesan Leadership Conference

The annual Diocesan Conference lead by Sr Veronica Lawson was held in Darwin in July 2016 and attended by leadership teams from all schools. The theme for the conference was *Mercy: Given and Received*.

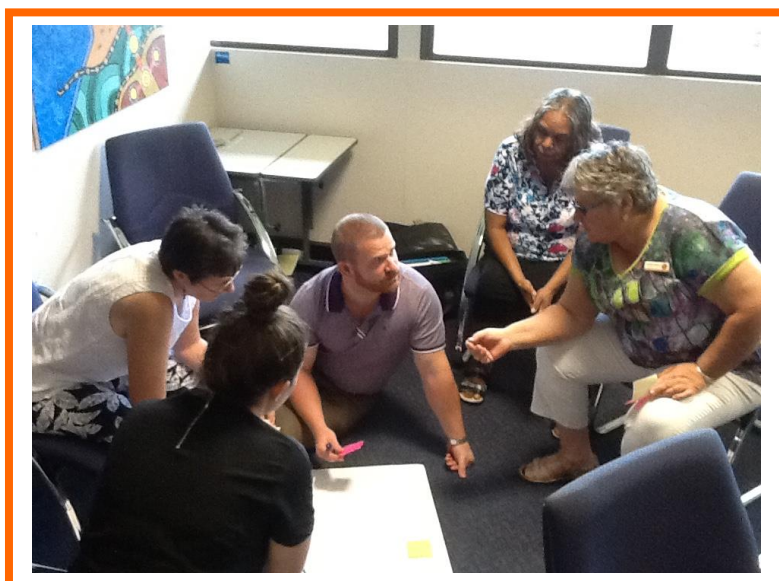
Sr Veronica introduced leadership teams to a greater level of understanding of the biblical concept of Mercy and the stories that bring this to life. During the two days a number of local speakers shared their personal experience of mercy in their own lives.



Point in Time Professional Learning

During 2016, the Religious Education Team delivered eight sessions (mostly 1 hour each) on a variety of topics to Religious Education teachers and others interested in these areas. These ranged from sessions with Dr Peta Goldberg on the *Year of Mercy* to local sessions on teaching parables.

Over 100 teachers attended the sessions with the average attendance being 15-18 at each session. Based on feedback received, acknowledging the growth of the program from teachers, the program sessions will be further tailored for 2017.



National eConference – The Year of Mercy

The econference was hosted live from the Catholic Education Office, Darwin for schools to participate. A small group further discussed and considered the speakers' presentations and the challenges in being people of *mercy*.

Post Graduate Studies in Theology/Religious Education

The Broken Bay Institute (BBI) and University of Newcastle presented face-to-face lectures in Darwin in January and June.

Study Incentive Program

During the year, 65 applications were received for the Study Incentive Program which provided funding towards fees. Refunds were provided on provision of receipts to 37 claimants. The total expenditure of the Study Incentive Program was \$71,850.77. This expenditure included claims for tuition fees, but did not include travel and costs associated with providing face-to-face lectures in Darwin for three days each semester. A refund of 80% was offered to students attending the BBI face-to-face seminars in Darwin and to those enrolled in BBI courses that did not offer a face-to-face option. If students elected to follow only the online sessions of a course face-to-face through BBI in Darwin, they received a 65% refund.

Masters

A total of 28 applications were received and approved and refunds to 18 individuals were provided.

Subset of Masters being:

- Master of Theology/RE – 4 (80% or 65% funding towards fees)
- Master of Educational Leadership – 16 (75% funding towards fees)
- Master of Education (inclusive) – 3 (75% funding towards fees)
- Master Education – 2 (50%)

Total spending: \$44,739.89

Graduate Certificate Theology/Religious Education

21 applications were received and approved and refunds to 17 individuals were provided. (80% or 65% funding towards fees)

Total spending: \$20,263.38

General Education (variety of courses)

16 applications were received and approved and refunds to 8 individuals were provided. (50% funding towards fees)

Total spending: \$6,847.50

Catholic Identity Day in schools

During 2016 Catholic Identity days were the responsibility of the school and retreats for staff from sixteen schools were facilitated. Many of these included non-teaching staff which has been a great initiative. The theme of these retreats focussed around the *Year of Mercy* with presenters from the Territory and interstate. This has been a positive way to enliven the faith formation of teachers and staff in school communities and these opportunities will be offered in the future.



TEACHING AND LEARNING

Numeracy

The Numeracy focus for Indigenous Catholic Community Schools (ICCS) was the development and implementation of Numeracy Plans and Assessment Schedules. The Numeracy Plan outlines the key foci within each school for 2016 -2017. It provides a shared vision within the school and clear expectations to ensure the highest possible achievement for all students. The Assessment Schedule provided 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 standardized test to determine baseline numeracy data for each student from Transition to Year 9. The implementation of the Data Informed Practice Project saw the entering of this data into the Student Assessment Information System (SAIS) which was then transferred into Info Central for ongoing analysis.

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. It 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.

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

Mr Paul Swan and Mr David Dunstan provided professional learning for teachers on how to ensure students are engaged in Mathematics and developing both effective and efficient numeracy strategies. Developing a deep understanding of core mathematical language and use of mathematical games to support students in building their repertoire of strategies was a key focus.

Schools were also looking at the structure of their numeracy blocks.

Inclusion Support Services

Inclusion Support Services (ISS) continued to identify and support students with inclusive needs across all Catholic schools in the Northern Territory. The Team consisted of CEO based Inclusion Advisors, a Speech Pathologist, Occupational Therapist, a Psychologist and Team Leader, as well as school based Inclusion Support Coordinators and Inclusion Support Assistants. The effectiveness was reflected in maintaining a cohort of identified students with additional needs, funding and subsequently resources in all schools to meet the students' needs.

The Team continued with the roll out (Phase 3) of the National Consistent Collection of Data project by training and supporting the relevant staff in schools. This compulsory Commonwealth 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 and is now Inclusion Support Service's only pathway for schools to commence the development of individual adjustment plans for students with additional needs, send a request for service to Catholic Education Office, apply for funding online, and support schools with the National Data Collection and Students with Disability Census requirements.

A Gifted Policy for Catholic Education NT was embedded in Catholic Education and enrichment program information available to teachers through Frog, as well as differentiated curriculum practices promoted in all schools.

ISS continued to broaden the information in the Frog website for Inclusion to give teachers access to current specialized information in areas of psychology, occupational therapy, speech pathology and remediation.

Innovative Inclusion related projects were initiated by multiple schools, including sensory rooms, gardening for special need students, SWD accessible playground equipment, as well as allocating funding and initiating research aimed at the rollout of sound field systems across all Catholic Schools in the NT to support students with hearing difficulties.

Other key priorities for the team included:

- Continued roll out of Disability Discrimination Act (1992) & Disability Standards for Education (2005) to new 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 ASD, behaviour, dyslexia and other learning difficulties.
- Transition to work for Students with Disabilities,
- Introducing the principles of a School Wide Positive Behaviour approach in schools.

Information and Communication Technology for Learning

The Australian Curriculum requires the implementation and reporting of the Digital Technologies learning area (previously Information and Communication Technology (ICT)), as well as the ICT general capability, across all schools and all subjects. Within the Teaching and Learning team this capability was supported by two Education Officers 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 smartboards and newer large touch screens was supported by modelling practice and staff professional learning sessions. Support was also given to schools, through modelling practice and joint planning focusing on pedagogy, in the appropriate use of iPads from Transition to Year 6, across all learning areas. Leadership at schools were given guidance and support on strategic ICT planning, aligned to their SIRF and AIP documents.

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 upskilling of staff and general school communities.

The FrogLearn Learning Management System (LMS) was taken up by the majority of schools and became a central communications hub for teaching staff. The CEO platform was populated with a wide range of resources by the Teaching and Learning team, including ISS. St Joseph's Catholic College, Katherine continued to lead the way by beginning the process of embedding use in all aspects of school life and for all stakeholders. Whole staff professional learning sessions were conducted at many schools, with follow up support tailored to particular school requirements and preferences, based on Strategic ICT plans, 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. Work with the Indigenous Education Workers (IEW) and Catholic Indigenous Leadership Team (CILT) forums followed a similar brief to the program for CEO staff.

The contract for FrogLearn for 2017-18 was renewed in November 2016 due to the evidence that the system was providing value to teaching and learning in schools.

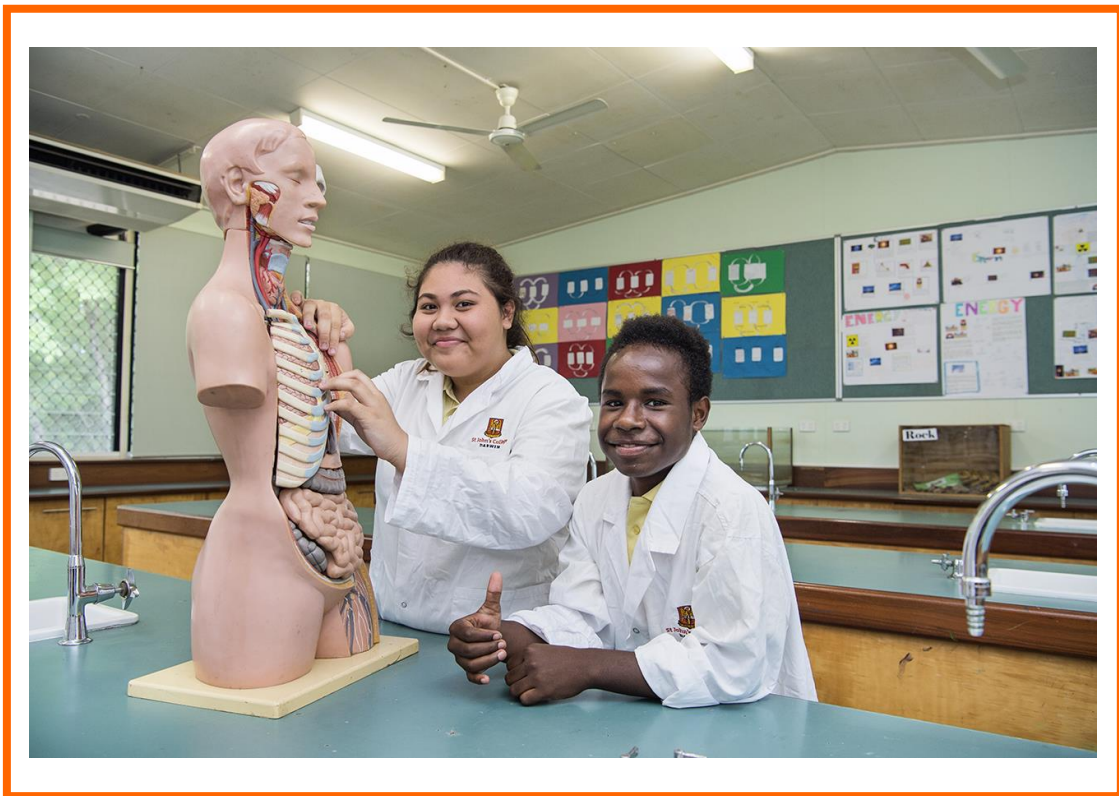
The ICTs for Learning Working Group, which included representatives from a wide range of schools, leadership and teaching staff in 2014 had minor changes to membership in 2015. The group's focus was consideration of 21st Century Learning and how that might be successfully modelled and embedded into teaching and learning practice in schools. It was agreed by the group to conclude meeting in mid-2016, as the group's original purpose had been achieved.

Science, Technology, Engineering and Mathematics (STEM)

In 2016, the Northern Territory Board of Studies approved the use of version 8.0+ of the Australian Curriculum: Technologies. The Catholic Education Teaching and Learning team had two Education Officers who supported all schools to build the capacity of leaders, teachers and assistant teachers in this key learning area. Targeted professional development and support was given based on the identified needs of schools. In this trial implementation of the Digital Technologies, urban primary schools utilised robotics kits as a way to unpack the curriculum and further engage students in STEM. This has highlighted the fact that this curriculum should be integrated into key learning areas rather than being a standalone subject.

A number of secondary schools embarked on a journey to implement a STEM elective into their subject offerings for Years 9 and 10. Staff or faculties were offered support and professional development to build their skills specific to the individual needs of the school.

Four primary schools participated in the First Annual Robocup Junior Australia Northern Territory Championships held at CDU in August. Approximately 100 students from St Mary's Catholic Primary School, St Paul's Catholic Primary School, Holy Spirit Catholic Primary School and Sacred Heart Catholic Primary School programmed their robots to either dance to music or follow a line to complete a rescue course. Stemming from that competition, a number of other schools, both secondary and primary, began receiving support in preparation for the 2017 championships.



Vocational Education and Training (VET)

During the course of the year there was a further increase in students enrolling in Vocational Education and Training (VET) certificates. VET was accessed by all urban secondary schools as well as three Indigenous Catholic Community Schools.

VET enrolments increased from 639 enrolments in 2015 to 776 enrolments in 2016. Students were able to access a wide variety of courses including hospitality, rural operations, maritime, automotive, construction, health and hairdressing.

Skill sets for Year 9 students were available to all urban schools. These skill sets gave the students a taste of VET and the chance to gain an insight into the world of work, as well as an introduction to employability skills.

The Certificate IV TAE was delivered by Catholic Education and 20 teachers and school staff took part. This will enable more staff in schools to deliver VET certificates.

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

Certificate III Christian Ministry and Theology had its third cohort of Year 12 graduates, with 70 students achieving the full certificate and a further 4 students receiving Statements of Attainment.



Data Informed Practice

The Data Informed Practice Project (DIP) continued in 2016 with all schools collecting literacy and numeracy data for each student in Transition to Year 9.

The Indigenous Advancement Strategy funding continued to provide schools with the option of engaging a Data Informed Practitioner in their school. All schools took up this opportunity and saw a shift in the focus of learning to now be one of more discernment of where each child is at, where they need to be and how we can work together to see growth in learning. Much of the work was on analysis of data and determining the best strategies to use in the classroom to assist each learner. The Data Informed Practitioners Network met each term to discuss progress in their school and engaged in workshops to build their capacity as leaders of data informed practice. A number of CEO Education Officers were 'critical friends' in each school. Their role was to support and guide the conversations and work relating to the use of data to inform teaching practice.

Careers

The careers network met twice during the year with coordinators from ten schools attending as well as participants from NT Department of Education and several Darwin private schools.

The focus of the meetings concentrated on two main areas. The first to provide professional development to the coordinators to increase their capacity as practitioners as well as develop leadership skills. Following this two more coordinators completed their Certificate IV Careers.

The second focus area was to continue to develop and embed the careers programs throughout the secondary schools which has increased the importance of pathways and options for students. For the first time last year students from Indigenous Catholic Community Schools participated in work experience with great success.

During the year, several schools completed the Parent as Career Transition Support Professional Development and plans are in place to hold workshops for parents.

Literacy

In 2016, the focus continued on analysing school data to determine targets for reading and writing. There was further attention paid to determining how the information from assessments could inform teaching and learning in guiding the support provided by the CEO to schools. As part of the Data Informed Project, many schools focused on improving Literacy outcomes for their In-Depth Focus Project and have achieved success through targeting skills and strategies to students' needs.

Opportunities were provided for in school and interschool writing moderation for urban schools and ICCS. This provided professional learning around expectations in writing and relevant data to inform planning, teaching and reporting.

Professional Development was run by CEO Education Officers and by external facilitators to build the capacity of teachers in their teaching of Literacy and EAL/D. The sessions focused on building oral language skills and opportunities to improve reading, writing and understanding of content.

The Accelerated Literacy Program (AL) training was provided in Darwin and on site for new staff in schools with a high number of English as an Additional Language or Dialect (EAL/D) students. The training provided the framework for the explicit teaching of reading, writing and spelling in English and follow up support was offered throughout the year.

The NTRAI project enabled a stronger focus on offering professional development opportunities to Teacher Assistants in ICCS. This commitment will continue to support TAs in their roles and encourage Two Way Learning in ICCS.

Senior Years

Catholic Education Northern Territory schools had 164 students gain their NTCET compared to the 175 who completed the certificate in 2015 and 148 in 2014.

The outstanding achievement of a number of 2016 year 12 students was acknowledged at the Northern Territory Board of Studies (NTBOS) Awards Night including:

- Trish Tipiloura, Xavier Catholic College – Karimi Sceney Indigenous Remote Excellence and Leadership Award;
- Bridgett Bidner, O'Loughlin Catholic College – Vocational Education and Training Award; and
- Gloria Korwa, St John's Catholic College – Darwin Lord Mayor Languages Award.

Starting in 2016 and continuing in 2017, the Catholic Education Office has provided support to our remote schools with the implementation of the NTBOS endorsed Employment Pathways Curriculum Framework as an alternative model of senior secondary education provision that meets the needs of Indigenous students from remote communities by preparing them to access employment, training or further education beyond school.

Urban schools continued to offer a range of senior years subjects in a variety of modes including face-to-face and online through the Northern Territory School for Distance Education.

Differentiation and Gifted

In 2016, the Gifted Education Policy for CENT moved from a working draft to a fully adopted policy through the designated steps for the system. Schools were alerted to this through mention at Principal, Curriculum Coordinator, Inclusion and DIP networks and the offer of support was provided to assist schools to implement the policy.

Work was undertaken in partnership with Catholic Education Office, Melbourne and Australian Catholic University to scope the direction for catering to Gifted Education and Differentiation within CENT. Professional learning for Gifted Education and Differentiation was held at the CEO, with a Skype option made available to schools seeking support to further the understanding of staff in these two key areas. Professional learning at the CEO included Tournament of the Minds Information session for one hour, Gifted: Defining and Identifying session for one hour after school and a whole day of Professional Learning titled Catering to Diversity which was co-facilitated by representatives from Australian Catholic University and the Catholic Education Office, Melbourne.

Following on from requests at professional learning opportunities and from the CEO plan for this area, in Term 4 the Gifted Education Focus Group was established with the vision that all schools would have a representative who would then be an instrumental staff member for the school's plans to cater to the needs of gifted students, as well as a contact point for communication from the CEO. The group focused initially on ensuring that the Gifted Education Policy was understood within their school, tools for identification were being accessed and support was being sought for students who were identified as possibly gifted. A template to assist schools to develop Gifted Education plans has been circulated to the focus group for use and consultation.

Other supports provided to schools during the year were:

- Planning support for Gifted students with individual and teams of teachers.
- Whole school professional learning around identifying and ways to cater to Gifted students.
- Whole school and heads of faculty professional learning around differentiation across ability levels.
- Practical sessions on tools to assist differentiation at networks – APRE network, DIP network.
- Discussion with ICCS Principals on how best to address identification of gifted students in an Aboriginal Community context and where they would require CEO support with this.
- Presentation to Inclusion Network about whether the three tier approach fits with Gifted students and differentiation for all.

- Establishment of the Gifted Education FROG page to assist schools with resources and further professional learning.

Growing Our Own – Pre-Service Teacher Education

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

- Ltyentye Apurte Catholic School, Santa Teresa
- Our Lady of the Sacred Heart Thamarrur Catholic College, Wadeye
- St Francis Xavier Catholic School, Naiuyu
- Xavier Catholic College, Wurrumiyanga
- Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga

The project aim is in developing a quality Indigenous teacher workforce in 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:

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

During the year, 15 students continued their studies with CDU.

Highlights of the program have been:

- The entire GOO cohort of students attended intensive sessions for Inclusive Education (EST 301) conducted in Darwin in August 2016. Various CDU lecturers and CENT staff delivered input and the week included visits to Namarluk, CENT and Department schools to compare approaches.
An intensive session was also run at Santa Teresa in October which proved a viable and worthwhile alternative to fortnightly visits. These intensives proved very relevant and beneficial to students.
- Under the 'New Colombo Plan' Mobility, ten GOO students have been funded to travel to Timor-Leste in 2017. This exciting opportunity will be a chance to compare and contrast the multilingual/cultural practices there with remote NT, and will help support completion of the Research Unit (EST 302).
- CEO staff, Ms Laura Avery and Mrs Simone Walsh and GOO students Bertram Tipungwuti and Megan Tipiloura from Wurrumiyanga co-presented at the 'Indigenous Leadership Conference' held in Darwin. There were many positive responses to this centrepiece initiative of the CENT.

- GOO won the CDU Vice-Chancellor's Award for outstanding contribution to student learning. This was an acknowledgement of the genuine partnership and dedication of both CDU and CENT staff.

The GOO program has progressed successfully with GOO students demonstrating their clear passion and commitment in achieving success. The focus on improving outcomes for indigenous students is unrelenting.

Advanced Skilled Teacher 1 (AST1) status for 2017

Congratulations to the following teachers who have achieved Advances Skilled Teacher Level 1 recognition as from the first day of the 2017 school year.

- | | |
|-------------------|--|
| • Garry Blackett | O'Loughlin Catholic College |
| • Helen Wootton | O'Loughlin Catholic College |
| • Lisa Fox | O'Loughlin Catholic College |
| • Karen Robbins | St Francis of Assisi Catholic Primary School |
| • Andre Simon | Our Lady of the Sacred Heart Catholic College, Alice Springs |
| • Heather Lysaght | Our Lady of the Sacred Heart Catholic College, Alice Springs |



LEADERSHIP

Projects and Agreements (P&A)

Project Listing for 2016:

Project Name	Location
Asset Management	Systemic
Attendance Management Mapping Application	Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye
Careers Program	Systemic
Catholic Formation Action Research	Systemic
Christian Ministry Cert III (Pathways)	Xavier Catholic College and Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga; St Joseph's Catholic College, Katherine; St John's Catholic College, Darwin and MacKillop Catholic College, Palmerston
Civica Education Suite	Systemic
Creating Real Jobs	Indigenous Catholic Community Schools
Data Informed Practices	Systemic
Growing Our Own	Indigenous Catholic Community Schools
ICT For Learning	Systemic
Inclusion Support Data (Inspire)	Systemic
Indigenous Ranger Cadet Program	Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye
Instructional Coaching Action Research	Systemic
Leadership Development Project	Systemic
Little Children's Learning Place	Our Lady of the Sacred Heart Catholic College, Alice Springs
Pastoral Care & Wellbeing Action Research	Systemic
Reading Recovery	Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye
School Business Management Improvement Framework	Systemic
School Nutrition Program	Indigenous Catholic Community Schools
St Johns Wrap Around Project	St John's Catholic College, Darwin
Strengthening, Engaging, Ensuring Success (SEES)	St Joseph's Catholic College, Katherine
Stronger Futures Team	Indigenous Catholic Community Schools
Supporting Indigenous Pre School Education (SIPE)	Indigenous Catholic Community Schools

Indigenous Ranger Cadets Program - Wadeye

The Indigenous Ranger Cadet (IRC) Program is delivered by Our Lady of the Sacred Heart Catholic College in Wadeye. The project has operated for many years and the culmination of tried and tested practices over the years is now producing positive results for participating students. The College opened up the IRC Program to the wider school to introduce the program to more students. This process resulted in the program being delivered across the school in a six week trial period. The students who demonstrated appropriate attendance, behaviour, and participation in class, within the trial period, were then selected to continue participation in the program. This resulted in student numbers increasing to 19 which included 9 girls (previously all participants were boys). All students are Indigenous and range from Years 9 - 12.



Throughout 2016 the Program engaged with the Australian Maritime and Fisheries Authority to facilitate training for the students in the Certificate I Maritime Operations (Coxswain Grade II Near Coastal Certificate). During Semester 1, ten students and two staff have completed their training and assessment for the first two weeks of the 5 week Coxswain Course. Students also completed parts of the Elements of the Shipboard Safety Certificate and Firefighting units. During the Semester 2, four students and two staff travelled to Port Lincoln to attend practical training and assessments for various modules of the Certificate. To date nine students have achieved the Shipboard Safety skillset, four of these students are currently studying the remaining modules to gain Certificate I Maritime Operations qualification.



The program enables students to undertake trips to country, where culturally appropriate, to assist in numerous community events and to work closely with the Thamarrurr Rangers, NT Police and Fisheries. Students have been attending sessions on 'working on country', 'safety on country', basic first aid, animal and marine identification and participating in animal and marine life surveys. Working with local traditional owners and the Northern Land Council the students have been running bush patrols with students and educating people about the Land and Fishing Rules.



The IRC Program in connection with Northern Territory Health and the Wadeye Clinic have been running programs to educate students on the dangers of the 4Gs (Grog, Gambling, Girls/Guys and Ganja (Marijuana)). This provides students sufficient information to enable them to make informed decisions. This work has been greatly assisted by the IRC Indigenous assistant teachers who are also Traditional Owners of the Wadeye community.

Student numbers have fluctuated throughout the year for various reasons, including attendance at various cultural ceremonies within the community, which has led to a reduction of student numbers to 12 by the end of Term 4, 2016.

The IRC Program also works with the Australian Army and Army Cadets to provide learning experiences for students, and where appropriate, offers fitness and support in preparing for the Army entrance exam. To date the Program has supported 4 former students in their preparation. Program staff have negotiated with various local businesses to facilitate work placements and traineeships for former students. This has resulted in numerous work placements being secured in the community.

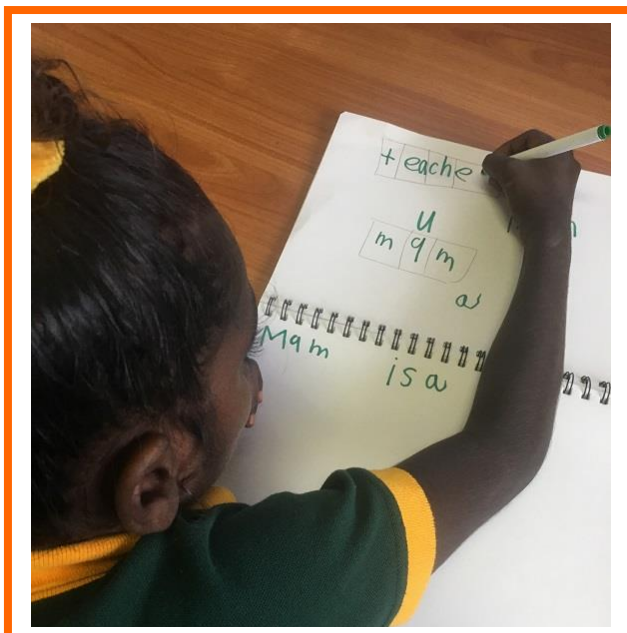


Reading Recovery Project

The Reading Recovery Project is delivered at Our Lady of the Sacred Heart Catholic College, Wadeye. The project commenced in 2015 and gained positive results throughout 2016. The vision for the project is to improve literacy levels of students to increase the number of students entering secondary school as independent readers.

Throughout the course of the project, four teachers have been trained in the Reading Recovery Program and all have been supported by a Reading Recovery Tutor, who visits the school each term to observe lessons and provide ongoing support and training. Reading Recovery teachers are highly skilled literacy experts, who are internationally accredited in early literacy acquisition and development.

In 2015, two teachers were trained in Reading Recovery; they worked with children from Year 2 targeting the children who attended school 80% or more of the time. In 2016, two more teachers were trained and have been working with Year 2 children who are regular school attenders. The Reading Recovery program is an intense Literacy intervention that involves qualified teachers working with a child one on one every day for half an hour (Clay, 2005).



When the Reading Recovery Teachers are not working with Year 2 children in Reading Recovery, they offer literacy support to regular attending Year 5 and 6 students. The aim of this is to support children to improve their literacy levels prior to beginning secondary school. Literacy support is also provided to a Year 7 class for an hour a day, three days a week.

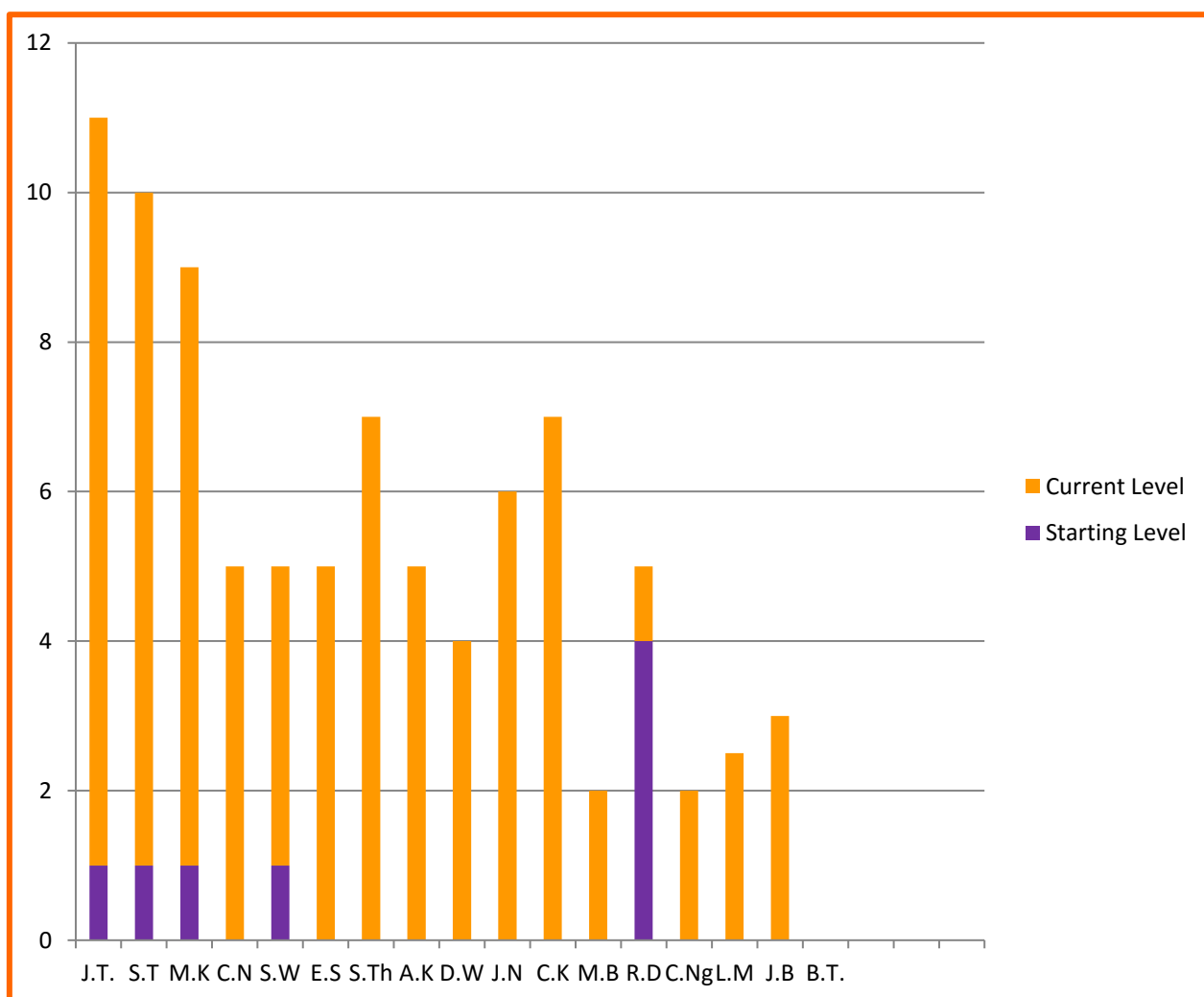
The training of teachers in Reading Recovery has been a 'game changer' in Wadeye. Children who are attending school 80% or more of the time are being given the opportunity to work on a daily basis with teachers who are specially trained in early literacy development. Data collected on Year 2 students before and after their Reading Recovery series of lessons has proven that massive gains have been achieved in Reading, Writing and Oral Language acquisition.

Year 6 students working with the Reading Recovery teachers have shown solid improvement in their ongoing literacy development. Students have benefited from customised lessons catering to student's individual needs.

All students who receive individualised lessons are making significant progress in reading and writing. It is possibly the first time ever in Wadeye that students in Year 6 reading at Level 30 are capable of reading chapter books, interested in reading and understand what they are reading.

The College now employs a local staff member to encourage children from class to Reading Recovery lessons, which maximises the time that Reading Recovery teachers spend with the students. The staff member listens to the children read in English and encourages students to write words and draw pictures and tell stories in Murrinhpatha whilst they wait for their lesson.

Year 2 Student Progress



Work Health & Safety (WHS)

Work Health & Safety Vision

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

Annual Implementation Plan

A Work Health and Safety annual implementation plan has been subsequently implemented across Catholic Education Northern Territory. The implementation and ongoing delivery of the plan encompasses the following objectives:

- 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 Catholic Education 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.

To assist further with the implementation of the plan the following key strategies have been developed to ensure a successful outcome:

- Review and revise Work Health and Safety performance indicators for all Catholic Diocese of Darwin entities.
- Further develop safety risk registers for Catholic education and Catholic Diocese of Darwin entities.
- Support work health safety e-learning for Catholic education 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 compliance and mandatory training continued to be a strong focus for all entities across Catholic Education Northern Territory to ensure statutory and procedural compliance.

Work Health & Safety Performance Reporting

Work Health and Safety performance targets established for schools and colleges were 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 Catholic Education 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 and Safety Committee

The Work Health and Safety Committee is the principal consultative forum for Catholic education and continued to meet each term during 2016. Membership of the committee consists of leadership and staff representing schools, colleges and early learning centres throughout the Catholic Diocese of Darwin and Catholic Education Office.

The purpose of the committee is to provide a consultative forum that can effectively address Work Health and Safety matters that arise in Catholic education 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 held each term and is a significant consultative forum which provides informal training on Catholic education Work Health and Safety policy, procedure and processes. Work Health & Safety Coordinators from all Catholic education schools and colleges attend this meeting.

WHS Improvement Strategies

Measures taken during the year to ensure the health and safety of employees and the organisations community include:

- Further development of safety risk registers for Catholic education, residential facilities 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 the roll-out of two new e-learning modules for 2016 which included: Manual Handling and Ergonomics and Protecting Children and Vulnerable Adults. Work Health and Safety e-learning is mandatory for workers.

Notifiable Incidents

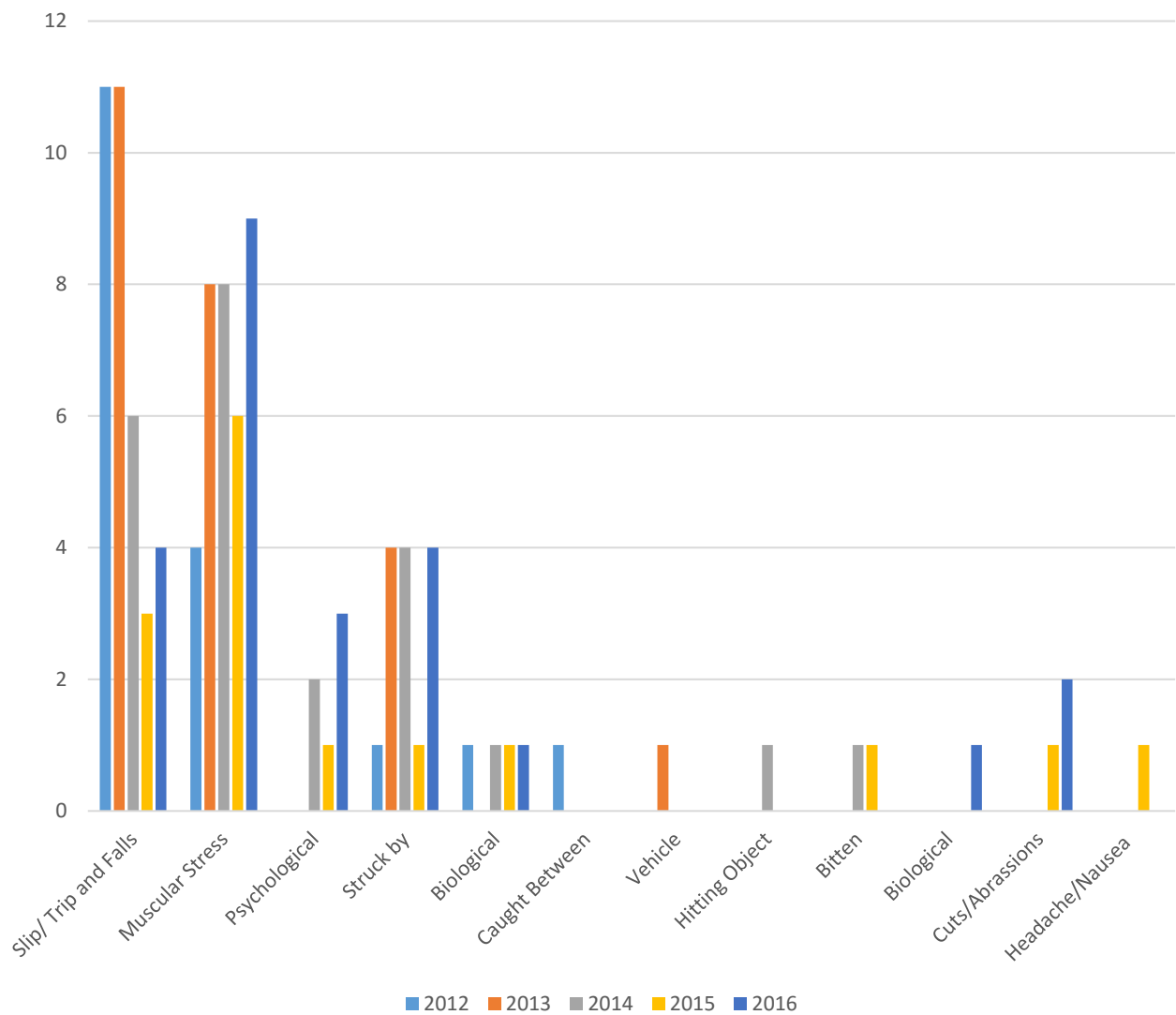
There were two notifiable incidents to NT WorkSafe during 2016.

Workers Compensation Claims

During 2016, 23 compensation claims were lodged in comparison to 15 workers compensation claims lodged during 2015. Four of these claims were rejected by the insurer. Since 2014 slip/trip/fall claims have remained the same, however there was a rise of 3 mental health claims lodged and accepted in 2016 compared to 3 claims in total between 2012-2015. Mental health is an increasing illness within the CENT and an awareness campaign requires development and implementation

The graph below indicates the number and type of workers compensation claims per year for the previous five years.

Catholic Education Workers Compensation Claims 2012-2016



COMMUNITY AND CULTURE

Community and Culture Standing Community

During 2016 the Community and Culture Standing Committee (of the Catholic Education Council NT) maintained its focus on ensuring that each school:

- develop and maintain clear Community and Culture goals and objectives; and
- focus on ensuring that schools connect with Indigenous and other cultures within their communities.

The Community and Culture Standing Committee met regularly and focussed on developing goals and actions that included:

- re-visiting goals and objectives to schools;
- strengthening community links (faith and culture);
- ensuring each school addressed the Community and Culture Annual Strategic Implementation Plan;
- development of projects of interest within the Standing Committee pertaining to Community and Culture; and
- reporting on the progress at each meeting on the following areas:
 - Indigenous Language and Culture (BoS Reference Group), Mr Therese Fong
 - Cultural Awareness workshops, Ms Robyn Collard
 - Youth Mentoring Program, Mr Lester Lemke

The committee wishes to thank Mrs Fong (Chair) for facilitating the work of this Standing Committee in 2015-2016. The committee also welcomes Mr Geoff Perry as the new Chair for 2017. Mr Perry brings a wealth of experience in Indigenous Education from Western Australia and the Northern Territory.

Orientation

The 2016 Orientation Program was held at the Waterfront in Darwin during January 23rd to 25th. Catholic Indigenous Leadership Team (CILT) members contributed once again to the program under the guidance and support of Ms Robyn Collard. CILT members led the liturgies and ceremonies. Teaching and Learning presentations focussed highly on curriculum issues related to the Australian Curriculum and where relevant, teaching in Indigenous Catholic Community Schools.

Catholic Education Northern Territory is committed to professional learning for all staff and this event provided a strong foundation for new teachers to the Territory and those beginning a career in Catholic Education Northern Territory.

Catholic Indigenous Leadership Team (CILT)

Indigenous Catholic Community Schools have a proud history of Indigenous leadership engagement. In 2012 the celebration of "*Sharing Our Learning*" became the catalyst for the emergence of CILT in 2013, a system focussed Catholic Indigenous Leadership Team with specific goals and objectives closely aligned with school leadership teams and School Improvement Renewal. In 2016 CILT worked on two major projects:

- Developing project development and implementation skills (Kellie McDonald).
- Developing ICT skills (John Morton).

CILT continues to conduct Indigenous school leadership meetings in ICCS schools and also meets each term at the Catholic Education Office for ongoing professional learning. CILT continues to work with school leaders and CEO leaders to grow our own education work force for children in ICCS.

PASTORAL CARE AND WELLBEING

Pastoral Care and Wellbeing (PCWB) Standing Committee

The Pastoral Care and Wellbeing (PCWB) Standing Committee of the Catholic Education Council (NT) focussed their work during 2016 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 an active Pastoral Care and Wellbeing Committee.

The leadership formation of Wellbeing Leaders in schools continued throughout 2016 and provided professional learning around the priorities established by schools.

Priority areas for 2016 included development and/or implementation of:

- an Action Plan for 2017;
- on-going work with developing a 'Best Practices' framework for engagement of CatholicCare NT Counsellors in School. This online framework is linked to the 'Agreement of Service Provision between Catholic Education NT Schools and CatholicCare NT';
- building strong partnerships with Kidsmatter and Mindmatters;
- social Emotional Learning programs;
- Data Informed Practice;
- continuous school improvement processes;
- leadership in Wellbeing for Learning (Mary Tobin);
- National Safe Schools Framework (Principals Australia Institute);
- developing whole school policy and practice around Positive Behaviour, including anti bullying; and
- improving academic and educational outcomes in schools-getting the wellbeing essentials in place. (WISA - Wellbeing In Schools Australia).

Partnerships with CatholicCare NT, Kidsmatter, MindMatters and Headspace continue to provide essential school support.

The Pastoral Care and Wellbeing Standing Committee has expanded its membership to include representation from CatholicCareNT, Leader of Work Health and Safety, Principals, Deputy Principals, Principals' Consultant and Leader of Inclusion Support. A parent representative joined the Standing Committee in 2016. The disciplines of teaching, psychology, counselling and sociology are incorporated into this multi-disciplinary team.

The Leader of Pastoral Care and Wellbeing, Ms 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 in the Northern Territory.

CENT have funded research in Pastoral Care and Wellbeing. The proposal is almost in its final stage of approval. This research will provide an opportunity to explore two focus areas:

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

A focus in 2017 will be to engage leaders from schools in action research projects that focus on priorities within school communities. The outcomes of these projects will be shared in a mini-conference type forum.

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

FINANCE, FACILITIES AND RESOURCES

Finance Facilities and Resources Standing Committee

This standing committee considers and discusses work areas related to Finance, Facilities & Resources and makes recommendations to the Catholic Education Council of the Northern Territory. During the four meetings held during 2016, the Standing Committee focussed on:

1. Funding discussions

- Australian Government
 - General recurrent grants
 - Boarding
- Northern Territory Government
 - Per capita funding
 - Boarding

2. Building programs related to funding from the Northern Territory Government Budget

- Mother Teresa Catholic Primary School, Zuccoli
- 2016 Building our Economy (BoE)
- Boarding funding
- Per Capita funding
- 2017 Building Better Schools (BBS)

3. The Block Grant Authority Northern Territory

- 2016 approvals
- 2017 applications

4. Catholic Education Office funding

- 2016 Catholic Education Budget
- 2016 Group Funded Budget (Urban Schools)
- 2016 Indigenous Catholic Community Schools' budgets
- 2017 Draft CEO budgets
- 2017 Draft Group Funded Budget
- 2017 Draft Indigenous Catholic Community Schools' budgets

5. Audits

- Schools
- Catholic Education Office
- Block Grant Authority

6. MacKillop Catholic College construction

- Stage 4

7. Special projects

- Review of CEO loan capacity

Finance

Financial operations

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

During 2016, financial operations involved:

- undertaking 108 month-end closures and roll-overs;
- paying 9,813 invoices to creditors;
- processing 1,405 staff reimbursements, superannuation and taxation payments; and
- raising 714 debtor invoices.

Payroll operations

The finance team in the Catholic Education Office also undertakes the processing of the payrolls for the Office and each of the five Indigenous Catholic Community Schools.

During 2016 an average payroll period involved paying 405 individuals across the supported entities. Additionally, approximately 80 people were employed as casual Cultural Leaders and paid on an *ad hoc* basis when their services were required.

Payroll processing involved:

- adding 174 new employees;
- processing pay increases based on the Collective Enterprise Agreement (applied at three different times during the year depending on the entity or employment class);
- processing 33 increment increases for employees on the basis of their individual service history;
- processing leave and unauthorised absences;
- processing 142 employee terminations (including resignations, retirement, etc.); and
- preparing 619 payment summaries for employees and former employees.

School finance and payroll support

The finance team also supports the finance and payroll work of school finance officers and business managers, mainly through the work of the Manager Accounting Services and the Schools Accountant.

During 2016, three full day network and professional development meetings were held and a two day budget workshop was conducted. These events bring together the school-based and office-based staff for training, information, feedback and working sessions.

Annual financial statements and audited acquittals

During the first half of 2016 annual financial statements for each of the 16 schools (not including St Joseph's Flexible Learning Centre), the Catholic Education Office and the NT Block Grant Authority were prepared and presented for audit.

TechnologyOne System Implementation

The TechnologyOne system for finances and payroll was improved in a range of ways during 2016, in preparation for the roll-out to urban schools. The focus during 2016 was on improving the design of reports and ensuring that the asset management module, currently in design phase, integrates with the financial system. Members of the finance team also assisted with the broader design and data migration needs of the asset management module.

The roll-out to urban schools was delayed during 2016 as more work was required in the planning and contract management phase, as well as the integration with the Civica Education Suite.

Future activities

During 2017 the urban schools roll-out of the TechnologyOne system is expected to advance further by consolidating the configuration of the finance, payroll, budgeting, requisitioning, asset management, cash receipting and billing integration modules of the system. Trials are expected in Term 4 of 2017.

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.

Employment Relations

School Services Employee Relations Annual Plan 2016

Employee Relations (ER) is embedded into the School Services division of the Catholic Education Office in supporting schools across the Catholic Education system in the Northern Territory in providing leadership, consultancy and strategic advice in the areas of Employee Relations and Human Resource Management.

The ER goals and objectives are comprised of continuous improvement strategies to drive Catholic Education NT to best practice and are aligned not only with legislative requirements, but with the needs of individual schools, the CEO *'Sharers of the Vision'*, strategic objectives and the requirements of the greater Northern Territory community.

ER service has been supporting remote and urban schools with every component of the employment life cycle from recruitment, selection and retention strategies, pay and conditions, performance and conduct, right through to termination and redundancy of employees with everything in between.

During 2016 individual and group training and development workshops were held for Principals, Deputy Principals and employees in schools, Early Learning Centres and After School Care centres in various areas of HR and IR including managing underperformance and misconduct, dispute / conflict resolution, mediation techniques, anti-discrimination, equal employment opportunities, bullying and harassment, in keeping with CENT overarching policies. Principals and Deputy Principals have markedly developed a deeper understanding of employment law / legislation and grown in confidence in managing the delivery of effective performance management, dispute resolution and conflict management with the focus always on reconciliation and restoration of positive working relationships resulting in improved ER across the school community.

ER advocated on behalf of individual schools in the Fair Work Commission, Anti-discrimination Commission NT, NT Worksafe, Fair Work Ombudsman through industrial action, Union Right of Entry disputes, employee performance counselling, dispute resolution, disciplinary action, dismissals (through termination / redundancy) to support and guide schools every step of the way.

At the commencement of 2017 the renegotiation of the current Enterprise Agreement will commence with CENT entering into a period of *"good faith"* negotiations with unions and other employee representatives with the focus on driving Catholic Education NT to best practice in Employee Relations and conditions for CENT employees.

Media, Marketing and Communications

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 works collaboratively with the IT Section to implement content for CENT publications.
- Radio and TV advertising campaign to promote Catholic schools and CENT.

Information Communication and Technology

Civica Education Suite (CES)

CEO IT has replaced Maze with CES in 6 schools to date and continues to support and develop the platform ahead of the developing rollout schedule to the remaining schools. All ICCS have been using CES since Term 3 2016.

To support the Term 3 ICCS CES rollout 3 days of training was provided at CEO and admin officers from Urban and ICCS schools attended. All feedback received was very positive which enabled CEO to leverage the knowledge and experience of the group to feedback to Civica to enrich the process further.

CES has been well accepted by admin and teaching staff in deployed schools, and CES's vendor Civica have taken a proactive role in obtaining feedback to fast track further development; specifically the re-developed Teacher Toolkit module responsible for allowing teachers to access the system on mobile devices.

An integral part of the remaining CES solution delivery is the Technology One Finance platform rollout, and the Billing Interface which will allow both systems to integrate. The Billing Interface is well into the final stages of the scoping phase and set to start inside of Term 1 2017.

Due to the dependency on Billing, CES and Technology One will be deployed to schools at the same time. The change management planning is well underway with St Francis of Assisi Catholic Primary School, Humpty Doo and St Paul's Catholic Primary School, Nightcliff as pilot schools in 2017.

Audio Visual, Communication and Collaboration Improvements

During 2016 CEO IT made improvements to the audio visual capability of CENT by improving on Lync/Skype for Business as CENT's Video Conferencing/Collaboration platform.

Unforeseen issues caused problems for some users and in response CEO IT have worked with Area9 to test each Skype feature from each CENT school to provide confidence that a quality service is being delivered.

In addition to minor improvements in smaller interview rooms, CEO now has two state of the art board rooms; one equipped for video conferencing with voice/motion tracking cameras, and ceiling mounted microphones and speakers; and the other equipped with panel and speakers only ideal for presentations and able to accept a future upgrade to enable video conferencing if required. Skype is enabled for all CENT staff, and its use is encouraged in school to school, school to office or with external contacts.

CEO IT Infrastructure

CEO has now completed the majority relocation of IT hardware to the Area9 datacenter. The CEO "server room" size has been significantly reduced, and the space made available to expand the CEO's administration section.

CEO computers now connect to services (ie: file, print etc) over a Vocus supplied fibre link to the Area9 datacenter. CEO only keeps the minimum essential IT hardware onsite to run the office and provide redundancy in case of failure. This model has been working very well since commissioned and made CEO easier to support, significantly reduced risk, and simplified CEO processes of Business Continuity and Disaster Recovery.

CEO have also standardised on cable and wireless network technology from Meraki Systems (a division of Cisco). Deploying this system has given CEO and Area9 the ability to respond quickly to

faults and setup work through a secure web management console. The system delivers a flexible wireless network that has significantly improved accessibility and security for CEO workers and visitors.

Attendance Management Map App (AMMA)

The development of the AMMA iPad app is a joint effort between Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye, CEO and SRA Information Technology to combat truancy in remote communities. AMMA won Mobility Innovation of the Year in the Northern Territory 2016 iAwards and achieved runner up at the National Awards.

Planning is in progress to make the app available in other ICCS schools, and discussions with NT Department of Education about using AMMA are ongoing.

CEO Intranet – CENet

CENet is the branded SharePoint intranet for CENT, and is being continuously improved by CEO. "Document Centre" has been created as a centralised repository of CEO maintained Policies, Procedures, Guidelines and Forms to give schools a one stop shop for reference.

"InfoCentral" is the CEO IT in-house developed Business Intelligence platform on CENet which supplies users and downstream systems advanced metrics on Enrolment, Attendance, Student Achievement (and more) as required.

Significant work has gone into leveraging the data harvested from CENT's school information systems to create visual dashboard summaries from a variety of sources.

"Planet PMF" is a collaboration between CEO IT and Projects and Agreements to allow users to be guided through the CENT Project Management Framework via CENet. Work is well underway and will continue to be a focus area this year.

"INSPIRE" is a collaboration between CEO IT and CEO Inclusion Support Services team to automate the handling of Inclusion Support workflows in CENT. The platform has been highly successful in its objectives and a key part of CEO's service delivery in 2016.

Indigenous Catholic Community Schools (ICCS)

CEO IT provide managed services to the five ICCS in the roles of Support, Infrastructure, IT Management and Strategy.

In 2016:

- The IT Delegation Fund was established to provide CEO IT with additional flexibility and effectiveness in support to ensure schools' equipment is well maintained.
- After an extensive pilot, JAMF Pro Mobile Device Management (MDM) solution was implemented to simplify the management of student devices in schools. This solution covers key functions such Deployment, App Management, Inventory and security remotely via web management tools.
- Core network switches upgraded at each site in readiness for 2017 edge switch replacement.
- Continued work completed on phasing out aging SmartBoards and projectors with Interactive Touch Panel displays in classrooms.

Focus Activities in 2017

- Continue to plan, develop and roll out the Civica Education Suite school information system.
- Provide Project Management and support services to CEO Finance rolling out the Technology One finance system.
- Complete the "Planet PMF" CENet development, testing and launch schedule.

- Continue to further develop CENet, improve current features, add new features, respond to client feedback and promote its use.
- Continue to review CEO IT internal systems and processes and focus on efficiency and quality service.
- Consolidate the services offered by CEO IT and promote their use through increased communication with schools and training support.

Infrastructure

Similar to other years, 2016 has again been both a challenging and rewarding year for the Infrastructure team. The year commenced with repairing St Francis Xavier Catholic School in Daly River after the Boxing Day 2015 Flood.



Projects for 2016 are reported in the following paragraphs:

St John's Catholic College

Early in 2016, the CEO was involved in assisting the College with significant upgrading works to both the library and Head of Boarding Residence buildings. The works were much needed in providing a safer and efficient use of these areas.



MacKillop Catholic College

The new building module consisting of additional GLAs and a Trade Training (InTad) facility was opened for the start of the 2016 school year to cater for the needs of the senior students. This was further complemented by the addition of a senior science laboratory and the commercial kitchen/cafeteria teaching areas in mid-2016.



Boosting Our Economy (BoE)

In 2016, each school received funding from the Northern Territory Government through the Boosting Our Economy program to carry out maintenance and minor capital type work. This funding was welcomed and has delivered positive outcomes throughout the system. The program is due to be completed mid-2017.

Stronger Futures Staff Housing

The design and documentation for additional staff housing in the communities of Wurrumiyanga and Wadeye continued in 2016. It is anticipated that building work will begin in Wurrumiyanga in April 2017 for the construction of four housing units. The work at Wadeye has been temporarily placed on hold until the Land Leases have been secured, and it is anticipated that the lease agreements will be finalised in early 2017.

Catholic Education Office

For 10 weeks planned around the mid-year semester break in 2016, the office building at CEO went through a structural face-lift with some minor interior improvements. We thank the various schools and colleges in Darwin and Palmerston who kindly accommodated CEO staff during this period.

Zuccoli (Mother Teresa) Catholic Primary School

A dedicated team consisting of representatives from schools and colleges and the CEO formed the Project Control Group in mid-2016 to steer the planning and design process for the new primary school in the suburb of Zuccoli in Palmerston. This school will be unique in that it will be sharing the site with a government primary school with the intent of sharing facilities to maximise the benefits for both schools.

The school is committed to commence at the start of the 2018 school year to cater for students from Early Learning to T-2 as Stage 1 of the works with the remaining works, Stage 2, to be completed in mid-2018.



Solar Program

The auditing of all of CENT schools and colleges to assess their suitability for installing a solar PV system was completed in 2016.

A tender will be developed around the Business Case for each of the schools and colleges and solar PV contractors will be invited to submit their interest in being considered for the supply, installation and maintenance of the system. The work is anticipated to commence in mid-2017.

Asset Management System (AMS)

Further works were implemented into the design of the AMS, thanks to the input and feedback received from several of the Property and Facilities Managers at CENT schools and colleges. The AMS is currently undergoing an internal user acceptance testing (UAT) process and once approved the system will be delivered to a nominated remote school for external testing. This is planned for mid-2017.

Focus for 2017

- Master planning for facilities and maintenance needs with schools and colleges.
- Initiating and reviewing current policies and procedures.
- Building of new Catholic school in new suburb of Zuccoli.

SCHOOL STATISTICS

School Enrolments 2016

School Enrolments 2016	Primary	Secondary	Total
St Mary's Catholic Primary School, Darwin	221		221
St Paul's Catholic Primary School, Nightcliff	251		251
Holy Spirit Catholic Primary School, Casuarina	263		263
Holy Family Catholic Primary School Karama	203		203
Sacred Heart Catholic Primary School, Palmerston	349		349
St Francis of Assisi Catholic Primary School, Humpty Doo	164		164
St John's Catholic College, Darwin		245	245
O'Loughlin Catholic College, Karama		576	576
St Joseph's Catholic College, Katherine	132	144	276
Our Lady of the Sacred Heart Catholic College, Alice Springs	400	389	789
Xavier Catholic College, Wurrumiyanga		118	118
Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga	216		216
St Francis Xavier Catholic School, Nauiyu, Daly River	37	12	49
Ltyentye Apurte Catholic School, Santa Teresa	95	33	128
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye	420	250	670
MacKillop Catholic College, Palmerston		553	553
St Joseph's College Flexible Learning Centre, Alice Springs		110	110
Total	2751	2430	5181

Enrolment Trends 2006-2016

Primary				Secondary		
Year	Boys	Girls	Total	Boys	Girls	Total
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
2016	1462	1289	2751	1232	1198	2430

Enrolment Type 2015 – 2016

	2015			2016		
	Boys	Girls	Total	Boys	Girls	Total
Urban						
Primary	1064	970	2034	1054	929	1983
Secondary	1017	977	1994	1026	991	2017
Total	2081	1947	4028	2080	1920	4000
Remote						
Primary	384	354	738	408	360	768
Secondary	176	190	366	206	207	413
Total	560	544	1104	614	567	1181

Indigenous Enrolment 2006 – 2016

	Urban		Remote		Total	
Year	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2016	300	475	733	364	1033	839

St John's Catholic College Boarding Students 2006-2016

Year	Students
2006	207
2007	213
2008	231
2009	178
2010	175
2011	183
2012	177
2013	173
2014	143
2015	120
2016	87

Principals 2006 – 2016

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Religious Male	2	2	2	1	1	1	1	2	2	2	2
Religious Female	1	1	1	-	-	-	-	-	-	-	-
Lay Male	7	5	5	4	4	6	7.5	11	10	5.5	6
Lay Female	7	8	8	10	10	8	8.5	4	5	9.5	9
Total	17	16	16	15	15	15	17	17	17	17	17

Teacher Staffing 2006 – 2016

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Primary	176	174	178	186	183	180	184	187	198	191	188
Secondary	133	144	165	170	179	170	160	196	199	216	220
Total	309	318	343	356	362	350	353	383	397	407	408
Religious	6	6	6	1	1	3	3	3	4	4	4
Lay	303	312	337	355	361	347	350	380	393	411	412

FINANCIAL STATISTICS – 2016

COMMONWEALTH GENERAL RECURRENT GRANTS Statement of income and expenditure For the year ended 31 December 2016 (Figures in \$)		
Income		
Commonwealth Government Grants		69,227,742
Expenditure		
Grants to schools	57,020,168	
System level support	10,872,124	
System administration	1,335,450	

COMMONWEALTH TARGETED PROGRAMS Statement of income and expenditure For the year ended 31 December 2016 (Figures in \$)		
Income		
Commonwealth Government Grants		10,428,801
Expenditure		
Grants to schools	7,502,636	
System level support	2,926,165	

NORTHERN TERRITORY GOVERNMENT PER CAPITA GRANTS Statement of income and expenditure For the year ended 31 December 2016 (Figures in \$)		
Income		
Northern Territory Government Grants		14,943,687
Expenditure		
Grants to schools	14,261,457	
System administration	682,230	

NORTHERN TERRITORY GOVERNMENT OTHER PROGRAMS Statement of income and expenditure For the year ended 31 December 2016 (Figures in \$)		
Income		
Northern Territory Government Grants		22,127,433
Expenditure		
Grants to schools	4,051,846	
Unexpended capital grants	16,438,481	
System level support	1,637,106	



catholic education

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