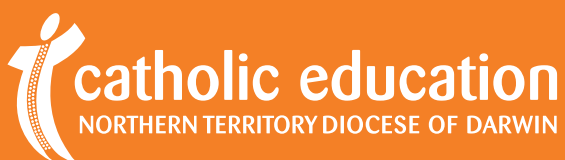




2017

ANNUAL REPORT

Catholic Education Office Northern Territory



Catholic Education Office Northern Territory



ANNUAL REPORT

2017

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ACRONYMS - GENERAL

ACARA	Australian Curriculum Assessment and Reporting Authority
AIP	Annual Improvement Plan
AL	Accelerated Literacy
APRE	Assistant Principal Religious Education
ASC	Assessment of Student Competencies
ASD	Autism Spectrum Disorder
AST	Advanced Skills Teachers
ATAR	Australian Tertiary Admission Rank
BBI	Broken Bay Institute
BoE	Building our Economy
BYOD	Bring Your Own Device
CDU	Charles Darwin University
C&C	Community and Culture
CEC NT	Catholic Education Council of the Northern Territory
CENT	Catholic Education Northern Territory
CENet	Catholic Education Office Intranet
CEO	Catholic Education Office
CES	Civica Education Suite
CESA	Catholic Education South Australia
CILT	Catholic Indigenous Leadership Team
CMT	Christian Ministry and Theology
COL	Community of Learners
CSER	Computer Science Education Research
DIP	Data Informed Practice
EAL/D	English as an Additional Language or Dialect
EBA	Enterprise Bargaining Agreement
ECA	Early Childhood Australia
EEO	Equal Employment Opportunity
EFT	Emotional Freedom Techniques
ELC	Early Learning Centre
ER	Employment Relations
FFR	Finance, Facilities & Resources
FFRE	Faith Formation and Religious Education
FMS	Marist Brothers
G&T	Gifted and Talented
GOO	Growing Our Own
HR	Human Resources

IAS	Indigenous Advancement Strategy
ICCS	Indigenous Catholic Community Schools
ICT	Information & Communication Technology
IEA	Indigenous Advancement Strategy
IEW	Indigenous Education Worker
IFE	Institute of Faith Education
ISS	Inclusion Support Services
IR	Industrial Relations
LOTE	Language other than English
LMS	Learning Management System
MAI	Maths Assessment Interview
MJR	Making Jesus Real
MOOC	Massively Open Online Courses
NCEC	National Catholic Education Commission
NT BGA	Northern Territory Block Grant Authority
NTCET	Northern Territory Certificate of Education and Training
NT DET	Northern Territory Department of Education
NTRAI	Northern Territory Remote Aboriginal Investment
NQS	National Quality Standards
OSHC	Out of School Hours Care
P&A	Projects and Agreements
PAT	Progressive Achievement Tests
PCWB	Pastoral Care and Well Being
PD	Professional Development
PMC	Prime Minister and Cabinet
PMF	Project Management Framework
RSC	Religious Sisters of Charity
RSM	Religious Sisters of Mercy
RTO	Registered Training Organisation
SACE	South Australia Certificate of Education
SAIS	
SEQTA	Saron Education Quality Teachers Assistant
SIRF	School Improvement and Renewal Framework
SWPB	School-Wide Positive Behaviour
TAE	Training And Education
T&L	Teaching & Learning
TRB	Teacher Registration Board
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 2017.

The leadership and staff of the Catholic Education Office (CEO) have directed their efforts in meeting the goals set out in the fifth and final year of the Strategic Plan 'Towards 2017'. Planning for the next Strategic Plan 2018-2022 commenced during 2017 through series of layered discussions and development of key goals and strategies for eighteen Catholic schools in the Diocese of Darwin.

The report reflects the accountability and governance responsibilities of the Catholic Education Council (NT) in the Key Areas of Catholic Identity; Leadership; Teaching and Learning; Pastoral Care and Wellbeing; Community and Culture; and Finance, Facilities and Resources.

We acknowledge and commend the work of all staff and leadership in their commitment to nurture and empower children in our care to grow with confidence into responsible young adults prepared to face the world.

David Reilly
Chair
Catholic Education Council of
the Northern Territory

Greg O'Mullane
Director of Catholic Education
Diocese of Darwin

8 June 2018

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 (NCEC).



Membership - 2017

Membership of the 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 Mrs Lorraine King Mrs Loretta Hagan
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 Chris Pollard, Deputy Director Teaching & Learning Ms Laura Avery, Leader of Catholic Identity Mrs Bernadette Morriss, Principals' Consultant

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

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

17 March 2017 9 June 2017 8 September 2017 1 December 2017

Focus Discussions - 2017

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

- Mother Teresa Catholic Primary School, Zuccoli – Building and Opening in 2018
- St Joseph's Flexible Learning Centre, Alice Springs
- Royal Commission Learnings and "Child Safe Processes"
- Gender Dysphoria
- Professional Standards
- Northern Territory and Australian Government Funding
- Gonski 2.0
- Anti-Discrimination Act
- Catholic Identity and Religious Education
- Leadership Development Programs
- Catholic Indigenous Leadership Teams
- Central Australia – review of historical developments in education and community development
- Catholic Education Council Constitution (Terms of Reference of Standing Committees and composition of membership to be reviewed in 2018)
- Strategic Planning 2018-2022

Publications

Faith Formation Programme 2018



Council Standing Committees – 2017

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 Chris Pollard (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)
Culture & Community	Mr Geoffrey Perry, Principals' Support Officer (from Term 4) -?

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

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

Catholic Identity Standing Committee

Members

Denis Graham	St Joseph's Catholic College
Jacqui Langdon	St Mary's Catholic Primary School
Sean Parnell	Parent
Fr Asaeli Raass	Religious
Robyn Craig	Catholic Education Office
Laura Avery (Leader)	Catholic Education Office

The Catholic Identity Standing Committee held meetings on:

24 March 2017 17 May 2017 23 August 2017 8 November 2017

Leadership Standing Committee

Members

Robert Burns	St Francis of Assisi, Catholic Primary School
Paula Sellars	Holy Spirit Catholic Primary School
Ben McCasker	Xavier Catholic College
Nicholas Jack	St John's Catholic College
Michael Avery (Leader)	Catholic Education Office

The Leadership Standing Committee held meetings on:

27 February 2017 22 May 2017 21 August 2017 2 December 2017

Teaching & Learning Standing Committee

Members

Maria Pia Gagliardo	Parent
Cameron Hughes	St John's Catholic College\Catholic Education Council NT
Cherilyn Hughes	St John's Catholic College
Shane Donohue	Holy Family Catholic Primary School
Rhett Bowden	O'Loughlin Catholic College
Fran Enilane	St Francis Xavier Catholic School
Lorraine Brooks	Our Lady of the Sacred Heart Catholic College
Nikki Farrell	St Mary's Catholic Primary School
Elizabeth Hockey	Catholic Education Office
Chris Pollard (Leader)	Catholic Education Office

The Teaching & Learning Standing Committee held meetings on:

28 February 2017 23 May 2017 22 August 2017 14 November 2017

Finance, Resources & Facilities Standing Committee

Members

Lindsay Luck	St John's Catholic College
Peter Caldwell	Catholic Education Council NT
John Flynn	Diocesan representative
John Fong	Catholic Education Office
Tom Pearse	Catholic Education Office
Michael Avery	Catholic Education Office
Greg O'Mullane (Leader)	Catholic Education Office

The Finance, Resources & Facilities Standing Committee held meetings on:

7 March 2017 23 May 2017 15 August 2017 31 October 2017

Pastoral Care and Wellbeing Standing Committee

Members

Anthony Hockey	St Paul's Catholic Primary School
Geraldine Mulvahil	Sacred Heart Catholic Primary School
Sunniva Antonucci	St Joseph's Catholic College
Lorraine King	Parent
Vikas Pawar	CatholicCare NT
Cheryl Edward	Catholic Education Office
Anne-Maree Fewtrell	Catholic Education Office
Jason Eaton	Catholic Education Office
Bernadette Morriss (Leader)	Catholic Education Office

The Pastoral Care & Wellbeing Standing Committee held meetings on:

9 March 2017 25 May 2017 23 September 2017 17 November 2017

Community & Culture Standing Committee

Members

Robyn Craig	Catholic Education Office
Robyn Collard	Catholic Education Office
Geoff Perry (Leader)	Catholic Education Office

The Community & Culture Standing Committee held meetings on:

9 March 2017 21 July 2017 21 September 2017 2 December 2017



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, parents and communities in promoting Catholic Education and assisting schools in fulfilling their educational and pastoral responsibilities.

Director of Catholic Education


Mr Michael Avery, Director of Catholic Education announced his retirement in Semester 2, 2017 having held the position since January 2007. Bishop Eugene Hurley marked the retirement of Mr Avery at a celebration of the Eucharist at St Mary's Cathedral, Darwin on the evening of 10 November 2017. This was followed by the Catholic Education Office's formal farewell dinner and presentation at the Hilton, Darwin. Mr Avery was acknowledged for his leadership and vision for Catholic education in the Territory and making a significant difference for Catholic schools and their students and communities in the Territory.

The annual Crowe and Kerinaia Memorial Lecture was also delivered at the dinner.

On the completion of a selection process in November 2017 Bishop Hurley released an announcement and welcomed Mr Greg O'Mullane to the position of Director of Catholic Education at the start of January 2018.

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'.*

The background is a solid orange color. It features several thick, white, wavy lines that sweep across the lower half of the image, creating a sense of movement and flow. The lines are of varying thickness and curve, some starting from the left and sweeping towards the right, while others are more vertical or diagonal.

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



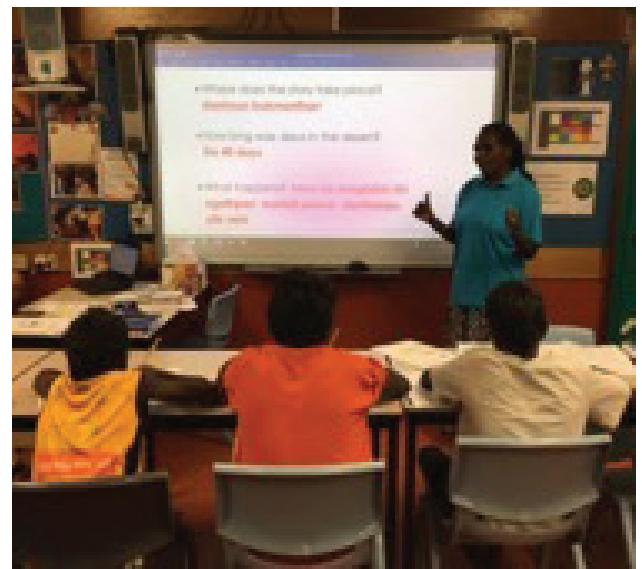
During 2017 the process of redesigning the Journey in Faith continued in partnership with Catholic Education South Australia (CESA). The re-write focussed on an extension of what is currently entitled "DEEP" thinking, and linking this idea to the General Capabilities in the Australian Curriculum. This element of the new curriculum will be called the 'Wisdom Strand' and intends to tie a number of key ideas together that allows students to participate in learning experiences that are meaningful for them.

At network meetings during 2017 Assistant Principals Religious Education (APRE) focussed on Leading Learning as part of this re-design process. In Term 1 this involved participants considering themselves as leaders, leading professional learning and experiencing a practical application of this with the development of a workshop. Across the middle of the year, during Term 2 and Term 3 the focus was again on participants discerning and recognising themselves as leaders, particularly on the retreat day and with time spent on growing individual spirituality. A further focus to this was developing team culture. The final meeting of the year in Term 4 was a summation of the effective changes generated during the year and discerning strategies to move learning forward.

Indigenous Catholic Community Schools Religious Education

A focus during 2017 in Indigenous Catholic Community Schools (ICCS) in the Northern Territory was aimed at developing methods and strategies for both the evaluation of classroom teaching and student attainment of learning outcomes.

Ms Robyn Craig, Education Officer – Religious Education, worked extensively with the ICCS to focus on strategies such as student evaluation and feedback, Assistant Teacher evaluation and feedback, peer observation, self-observation, self-assessment and critical reflection.



Certificate III in Christian Ministry

Certificate III in Christian Ministry and Theology continued to be delivered with great success in the schools listed below.

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

The Certificate III is now a core subject of the four schools and is a vital part of students achieving their Northern Territory Certificate of Education and Training (NTCET). The course runs over two years with students completing four modules on Spirituality Today, The Story, Choices and The Edge. Completion of the Certificate gives students eight units of competency including; working in a team and developing and extending critical and creative thinking skills.



The course is designed to

- enable students to study Theology at an elementary level in developing their skills in theological and scriptural studies and in reading, writing, presenting and discussing theological issues;
- expand students' knowledge, understanding and appreciation of major themes of Theology and Scripture;
- provide students with opportunities for personal formation through reflection in their beliefs and through the application of learnings to life; and
- develop students' spiritual awareness and sense of selfhood.

During 2017 a total of 106 students completed this Certificate which is an increase of 51% from 2016. A further 132 students are enrolled in the course for completion in 2018. For students looking for a university pathway, the Certificate contributes towards their ATAR score.

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. During 2017, IFE staff delivered Professional Development (PD) to the majority of teachers delivering the course with several teachers invited to participate in the validation of Module 3 the following day.

CEO staff visited Brisbane during the year to complete validation, visit schools and plan 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.

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 the opportunity to implement the program in 2019.

Professional Development

Diocesan Leadership Conference



The annual Diocesan Leadership Conference lead by the National Catholic Education Commission Faith Formation and Religious Education (NCEC FFRE) Standing Committee was held in Darwin in July 2017. The Conference was attended by leadership teams from all schools. The theme for the Conference was Nurturing Faith: A Conversation with Schools, Families & Parishes.

Day 1 began with a focus on family, and this theme continued through with a number of families sharing their own faith stories, challenges and joys. Ms Siobhan Allen, parent representative on the NCEC FFRE Standing Committee spoke first about particular challenges for families and how they might see 'the Church'. Mr John McGrath and Sr Elizabeth Dodds RSC, then began the work of unpacking the Faith Formation document with Ms Debra Sayce, (Director of Religious Education CEWA), discussing what it means to be formed for mission. This allowed Mr Michael Vial (CESA) to lead open discussion on the intentions of Faith Formation within Catholic school communities. Mr Mark Elliot (Catholic Education Brisbane) challenged participants with a series of images, on the 'why' of Faith Formation at the conclusion.



Day 2 began with Mrs Sandra Harvey, (who worked for many years in the Territory (including Principal of St Joseph's Catholic College, Katherine) led participants into a process that provided a model and ideas on how to design and facilitate Faith Formation. The panel session then allowed participants to be really challenged and investigate the key questions and understandings discussed within the context of the unique challenges of the Diocese of Darwin.

At the conclusion of the two days, participants were provided time to evaluate Faith Formation in their own setting and to look at challenges and ideas for schools, parishes and workplaces going forward.

Making Jesus Real

On April 8 2017 a group of Religious Education Leaders travelled to the National "Making Jesus Real" (MJR) Conference held at St Kevin's Catholic Primary School on the Gold Coast.

The gathering was highly engaging and very practical with schools currently involved in MJR discussing many examples of what makes it work at their school and how it is formative for both educators and staff alike. An opportunity was provided to view three classes in action and make connections between the program and Journey in Faith.

Making Jesus Real is not a program, but a way of being. The group found that the great strength in MJR is that it provides shared language and strategies of how to articulate Jesus is present in the here and now for students and school communities.

Point in Time Professional Learning

During 2017, the Religious Education Team delivered eight sessions (mostly one hour each) on a variety of topics to teachers of Religious Education and others interested in these areas. These included Godly Play, the Gospel of Matthew, professional learning on the Made in the Image of God program and Parables.

Over 150 teachers attended the sessions with the average attendance being 19 at each session. Based on feedback received from participants, and acknowledging the growth in attendance, the program sessions have been further tailored for 2018.

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 2017.



Study Incentive Program 2017

During the year, 55 applications were received for the Study Incentive Program which provided funding towards fees. Funding was provided on provision of receipts to 29 claimants. The total expenditure of the Study Incentive Program was \$58,948.36. 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. Funding 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 funding of 65%.

Masters

A total of 19 applications were received and approved and funding to 13 individuals were provided.

Subset of Masters being:

- Master of Theology/RE – 5
(80% or 65% funding towards fees)
- Master of Educational Leadership – 8
(75% funding towards fees)
- Master of Education (Inclusive) – 1
(75% funding towards fees)
- Master Education – 2 (50%)
- Unspecified and subsequently withdrawn - 1
- General (see below) - 2

Total spending: \$28 681.67

Graduate Certificate Theology/ Religious Education

25 applications were received and approved and refunds to 14 individuals were provided. (80% or 65% funding towards fees)

Total spending: \$29 473.69

General Education (variety of courses)

Two applications (both Masters referred to above) were received and approved and Funding to two individuals were provided. (50% funding towards fees)

Total spending: \$793.00



Catholic Identity Day in schools

During 2017 the CEO hosted Professor Peta Goldberg RSM, Catholic Identity Day in urban primary schools and at Wurrumiyanga (Bathurst Island), Wadeye (Port Keats) and Katherine. Professor Goldberg spoke about the person of Jesus and unpacked for all gathered a much greater understanding of the land, time and people that Jesus lived in and how that influences the meaning we make from the Gospels.

Urban secondary schools participated in a day led by Ms Kath Boyle titled "Our Justice Tradition". This gave all participants an opportunity to extend their knowledge of the rich social justice tradition in the Scriptures and teachings of the Church as well as be challenged about "How to apply this to my work today".

Catholic Identity days continued to be a strong part of forming people for mission in Catholic Education.

LEADERSHIP

Projects and Agreements (P&A)

Twenty projects were managed by the Project Management Framework (PMF) during 2017.

The P&A team continued to provide support and assistance to the CEO and schools in developing Project Managers to understand agreements, obligations of an agreement, and formulating a project plan around requirements and reporting to ensure the project remains on track. Some schools required intensive support in managing their projects, either due to staff changes or changes in contractual arrangements.

The focus of this work being best practices in project management namely:

- alignment of Agreement obligations with Project objectives;
- Project budgeting and timeline determination;
- determination of Project risks and analysis; and
- Project evaluation.

Seventy eight (78) agreements were registered with Projects & Agreements as at the end of 2017. These agreements included funding agreements with various government departments as well as commercial arrangements with private sector providers and suppliers.

Leaders and staff in schools and the CEO have become more aware of the services the P&A team can offer to assist with documentation and negotiating commercial agreements. There has been a significant increase in proposed agreements being reviewed by the P&A team in:

- reviewing draft agreement terms, making recommendations and managing feedback to assist in negotiating agreements, resulting in the development of more robust commercial arrangements;
- making recommendations to Principals and the Director of Catholic Education;
- informing internal stakeholders of an executed agreement and outlining CENT responsibilities;
- storing of legal documents;
- working with Agreement Managers to understand their contractual obligations; and
- informing schools of grant application rounds, assisting with completing application details around legal entity and any general enquiries.

The P&A team continued building relationships with the Australian Government Department of Prime Minister and Cabinet (PM&C) with numerous discussions occurring around the funding models of programs funded by under the Indigenous Advancement Strategy (IAS), some discussions included identifying deficiencies and/or surplus models, as well as informing PM&C of achievements or challenges faced in the delivery of these programs.

CENT's compliance with contractual reporting continuously improved during the year. The P&A team constantly scrutinised reporting templates sent from funding providers to ensure these are compliant with the agreement to ensure correct reporting on activity undertaken (thus monitoring scope creep). The P&A team also continued to liaise closely with schools and CEO T&L team to gather PMF data to facilitate reporting to the PM&C for the projects funded under IAS.

Agreement Managers and Finance Officers are now more aware of the contractual obligations around milestones and reporting, which has resulted in more pro-active and timely reporting to funding providers.

2017 Project Listing

Project Name	Location
Asset Management	Systemic
Better Outcomes	Indigenous Catholic Community Schools (ICCS)
Catholic Formation	Systemic
Civica Education Suite	Systemic
Creating Real Jobs	ICCS
Data Informed Practices	Systemic
Growing Our Own	ICCS
Indigenous Workforce Development	Systemic
Indigenous Ranger Cadet Program	Our Lady of the Sacred Heart Thammarrurr Catholic College, Wadeye
Instructional Coaching Pilot	Systemic
Leadership Development Project	Systemic
Little Children's Learning Place	Our Lady of the Sacred Heart Catholic College, Alice Springs
Learning Management System	Systemic
Pastoral Care & Wellbeing	Systemic
Reading Recovery	Our Lady of the Sacred Heart Thammarrurr Catholic College, Wadeye
School Business Management Improvement Framework	Systemic
School Nutrition Program	ICCS
St John's Wrap Around Project	St John's Catholic College, Darwin
Strengthening, Engaging, Ensuring Success (SEES)	St Joseph's Catholic College, Katherine
Supporting Indigenous Pre School Education (SIPE)	ICCS

Data Informed Practices

The Data Informed Practice project aims to collect, analyse and interpret Literacy and Numeracy data to assist and inform the development of learning programs. The project commenced in Semester 2, 2015, gaining momentum throughout 2016 and 2017. Sixteen schools employed a school based Data Informed Practitioner with their engagement ranging from 0.2 – 0.6 FTE depending on the needs of the school.

CEO supported the school based Practitioners by:

- allocating each school a CENT Education Officer to act as their 'critical friend', to assist the Practitioners and build staff capacity;
- facilitating Network Meetings each term, enabling the Practitioners to meet and participate in workshops to build the capacity of each Practitioner in data analysis, monitoring student learning progress, and mapping data collected to enable strategic planning at the school level based on the analysis of the student data.
- working with schools to set strategic direction based on learning needs so that as the project progresses, staff are able share successful strategies.

Schools were actively engaged in the collection of data using various activities between teaching staff, Practitioners and CENT Education Officers allowing the schools to 'go deeper' in the analysis of data to inform direction.

Teaching staff are now more efficient with administering testing and more confident in interpreting results. Schools are determining what the data is informing them and are targeting specific areas for improvement, not only at school level, but also classroom and individual student level. Data story continued to be created and updated for each student, enabling teaching staff to measure student's learning growth.

As a system CENT is able to use the data to determine priority areas of student learning and identify professional learning needs of schools individually and collectively.

Throughout 2017, CENT engaged a consultant from the Institute of Educational Assessors (IEA) to conduct a review of the project.

This independent review summary indicates:

"The project has had a positive impact upon teacher practice within the Catholic Schools of the Northern Territory. Respondents indicated that they had observed teachers having a much greater awareness of the data that was available to them, and making much better decisions about what to teach and how to teach it, based upon a more informed position from the data that they had available. There were a number of positive stories told by those interviewed of real success with students that had primarily happened because the teacher now had the data to inform their practice as a teacher "

Source: IEA Project Review Report – Oct. 2017

The review has identified that Practitioners believe embedding the positive changes in teacher practice to become normalised teacher practice could take a further two years. The project is at its core, shifting teacher practice so that teachers are more likely to be meeting individual student learning needs.

Indigenous Workforce Development Project

The Indigenous Workforce Development Project was undertaken in 2017. The vision of this project was to identify, record and build the capacity of the Indigenous workforce within CENT.

The project employed an Indigenous Project Manager to work with leaders of CENT and principals to gather qualification data on all Indigenous employees, and to create an electronic register to populate such data. The Project Manager also worked with leaders from both urban and Indigenous Catholic Community Schools (ICCS) to determine relevant professional development opportunities for employees. Work included the formulation of detailed position descriptions, workforce reflections and the creation of Individual Workforce Development Plans for employees.

Through this project, the Project Manager was also able to implement a Cultural Immersion Program, a professional development program that forms the foundation of the development of Aboriginal Education Plans for Catholic schools. CENT's Catholic Indigenous Leadership Team (CILT) are the focus group for this capacity building program. CILT members are employed in the ICCS schools and the Indigenous Education Workers (IEWs) are employed in the urban and regional Catholic schools. This program introduces the complex layers of Indigenous culture, knowledge and family structures. The program is delivered to new non-Indigenous employees within CENT's Orientation Program at the start of the year to raise awareness and ignite passion to become lifelong learners of Indigenous culture and knowledge systems which links in to social and economic benefits for local communities.

Throughout late Semester 2, 2017, the project participated in Work Health & Safety (WHS) awareness, which was provided to Indigenous employees. A local Indigenous Training Consultant was engaged to deliver customised and contextualised face to face Work Health & Safety compliance training to Indigenous staff employed in ICCS.

WHS training was delivered to 98 Indigenous staff over 2-3 days at each school location at Wurrumiyanga, Nauiyu, Santa Teresa and Wadeye. Participants engaged in various workshops covering Ergonomics, Manual Handling, Wellbeing in the Workplace and Protective Behaviours. Trained staff are now able to contextualise their learnings in the school, and display increased ability to respond in a more proactive preventative manner, and have a better understanding of their role and shared responsibility for safety being able to identify hazards in the learning environment. One example of success is that Indigenous staff members are actively wearing personal protective equipment when undertaking grounds maintenance with machinery.



Feedback on the workshops was very positive see below for two examples:

"This course is helpful for me. I learnt a lot from the last week workshop and today. It helped me develop more knowledge and skills about working with children and staff building a safe environment for everyone."

"The training or workshop was excellent because we were learning about wellbeing hazards and WHS. I learnt about different behaviours in the workplace and being responsible towards our staff and children."

St John's Wrap Around Project

The St John's Wrap Around Project was undertaken at St John's Catholic College, Darwin with the intention of enhancing student outcomes and experiences of the College's remote indigenous students.

The project was undertaken over a two year period and completed in September 2017. The project's vision being to support the College in maximising educational and social outcomes for Indigenous students.

The project's major objectives were:

- **Ensure boarding facilities were safe and WHS compliant**

Refurbishment of dormitories: painting, new doors and beds, upgrade of electrics including replacement of air-conditioners, upgrade of fire panels and alarms, asbestos removal and implementation of 'Reach', an online student management system.

- **Renewal of recreation spaces and resources for residential students**

Refresh of boarding facilities, renovation of the auditorium for recreational activities including new carpets, upgrade of Audio Visual facilities, painting and establishing a gym facility and establishment of a meeting area with fire pit to allow cultural ceremonies and gatherings.

- **Improved Community engagement and communication**

This project allowed the College to visit various remote communities, resulting in building stronger relationships between the College and families. This has provided opportunities for families to gain a better understanding of what students do at the College and allowed families to feel more at ease in voicing their opinions, concerns, hopes and aspirations for their children.

IT infrastructure at the College was upgraded to provide wireless internet access and electronic file storage to enable students to stay in touch with their families. The College also updated their website to increase functionality and accessibility for families and staff, particularly improving access on mobile devices.

The project allowed for implementing strategies that were identified as most effective, through consultation with families, students and staff, with the focus of improvement of educational outcomes for remote Indigenous students through a Wrap Around approach.





Work Health & Safety (WHS)

WHS Vision

Catholic Education Northern Territory (CENT) is committed to ensuring the health and wellbeing of its employees, students and school communities 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 WHS 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 CENT workers.
- Develop in CENT employees a competent knowledge base and skills to fulfil their WHS 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 staff to identify and manage hazards effectively.
- Routinely monitor and review WHS 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 WHS performance indicators for all Catholic Diocese of Darwin entities.
- Further develop safety risk registers for Catholic education and Catholic Diocese of Darwin entities.
- Support WHS 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 WHS consultant.

WHS 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.

WHS Performance Reporting

WHS 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 WHS Committee, Principals, WHS Coordinators, Catholic Education Council NT and the Exempt Licence Governing Committee. The results of the performance reporting demonstrate that WHS systems are well integrated into the running of schools and colleges and leaders are taking an active role in WHS.



WHS Committee

The WHS Committee is the principal consultative forum for Catholic education and continued to meet each term during 2017. 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 WHS matters that arise in Catholic education with particular reference to the requirements of the WHS (National Uniform Legislation) Act and Regulations and the National Self Insurer Standards.

A WHS network meeting was held each term and is a significant consultative forum which provides informal training on Catholic education WHS policy, procedure and processes. WHS 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 WHS policies and procedures to ensure they conform to

legislation and the requirements of the self-insurer standards and audit results.

- Revision and update of WHS Performance Indicator Reports.
- Scheduling and conducting self-insurer audits for 2018-2019 and 2020.
- Implementation and monitoring of WHS e-learning.
- Negotiations commenced for the roll-out of two new e-learning modules for 2018 which included: Manual Handling and Ergonomics and Protecting Children and Vulnerable Adults.
- WHS e-learning is mandatory for workers.

Notifiable Incidents

There were two notifiable incidents to NT WorkSafe during 2017.

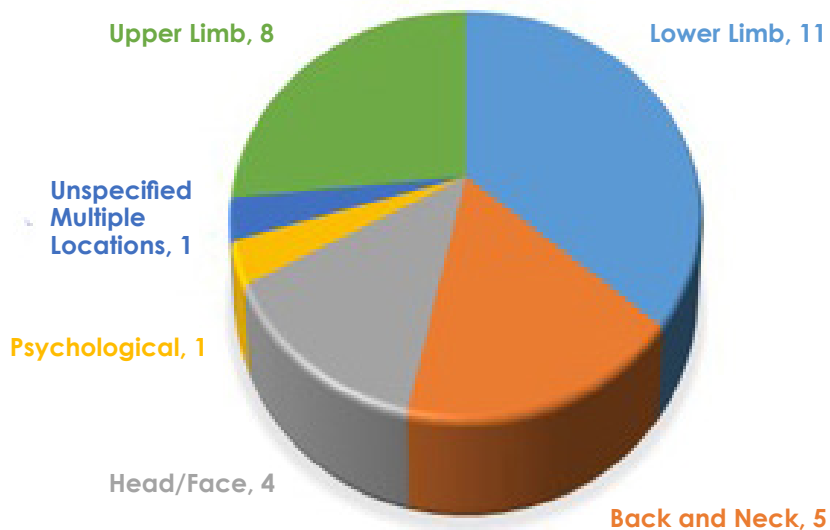
Workers Compensation Claims

During 2017, 21 compensation claims were lodged in comparison to 23 workers compensation claims lodged during 2016. Four of these claims were rejected by the insurer. Since 2015 slip/trip/fall claims have remained the same, however there was a rise of one (1) claim for mental health lodged and accepted in 2017 compared to three (3) claims in total between the years 2012-2016. Mental health is an increasing illness within the CENT and an awareness campaign requires development and implementation.

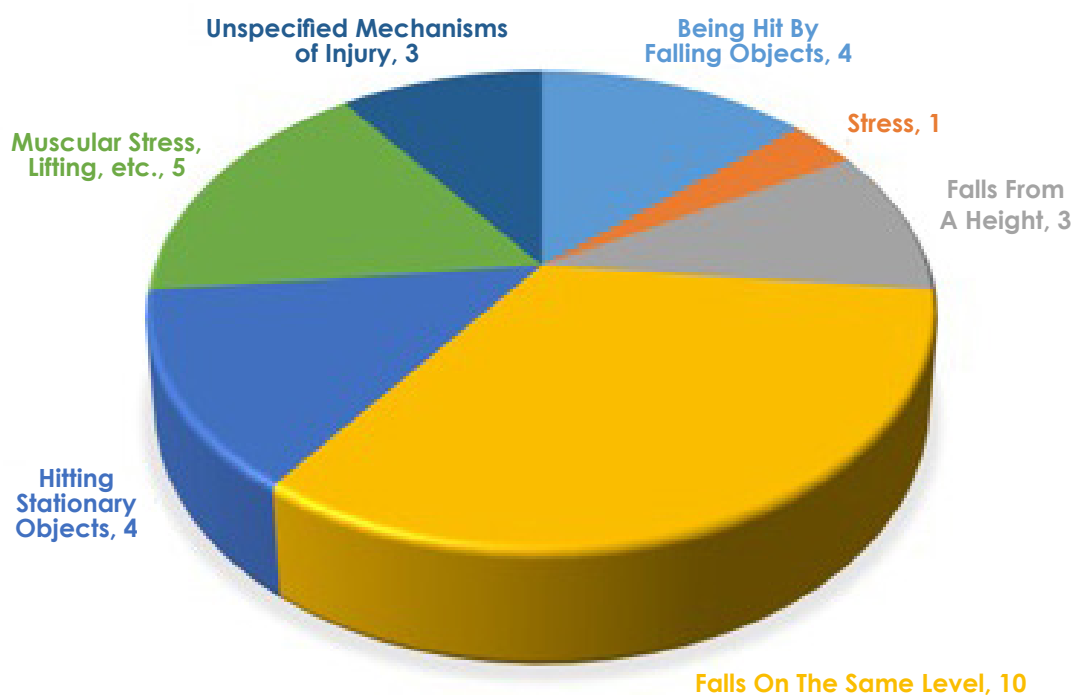
CEO Workers Compensation Data 2016/17 and 2017/2018

The following two charts have been provided to show the number and types of injuries occurring in CEO workplaces.

INJURIES BY LOCATION



INJURIES BY MECHANISM



TEACHING AND LEARNING

Pedagogical Support for Schools

The vision of the CEO Teaching and Learning (T&L) Team is to serve and support Catholic school communities, in partnership with schools, in their commitment to the formation of the whole person.

This vision is enacted and enabled through the work of T&L Team members in their support of teachers and networks across the system, primarily through the provision of professional development, mentoring and coaching. T&L team members consulted with schools to determine the services and support required. Final goals and success criteria were visually represented in the Catholic Education Office and made available for inspection. Throughout the year these goals were reviewed and success criteria analysed by team members to ensure the needs of schools were being addressed as planned.

A number of strategies and opportunities were implemented to build the capacity of Curriculum Coordinators and Data Informed Practitioners to use data to improve learning outcomes which lead to increased confidence and skills to guide professional learning in schools that is informed by analysis of data. Consequently there has been significantly enhanced data usage and improved student outcomes.

Term network meetings included professional learning focused on growth mindset, professional reading, presentations by individual schools about their data use and critical friend conversations.

In order to meet the stated aim to provide targeted professional development for teachers informed by data at a systems level, a range of opportunities were made available to schools, including:

- Structures and routines for teaching mathematics
- NT Preschool Curriculum and ASC tool
- Mathematics Assessment Interview (MAI) training
- Head Start: Get off to a good start in

mathematics

- SAIS and Info Central
- PAT testing: An introduction and basic analysis
- PAT analysis : going deeper
- FROG introduction, including creating sites
- Running Records/Guided Reading
- Marie Clay Observation Survey
- Introduction to INSPIRE and Inclusion Support
- Developing Effective Literacy Practices (John Munro)
- Art and Science of Teaching (Marzano Institute)
- Principals as Numeracy Leaders (Paul Swan and David Dunston)
- Accelerated Literacy training
- Certified Educational Assessors course (Institute of Educational Assessors)

Throughout the year team members worked in and alongside schools to create effective professional learning communities with a focus on enhanced teaching and learning practice. A significant number of schools were supported to develop literacy and numeracy plans. Schools and individual teachers were also given opportunities to deepen their knowledge of EAL/D strategies and exposure to differentiation pedagogy.

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 ISS Team consisted of CEO based Inclusion Advisors, a Speech Pathologist, Occupational Therapist, two Psychologists and Team Leader, as well as school based Inclusion Support Coordinators, Inclusion Teachers and Inclusion Support Assistants. Inclusion Support 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 ISS Team has embedded the INSPIRE software program as an integral part of ISS processes and provides the data for the National Consistent Collection of Data project used by all 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. This is now Inclusion Support Service's only pathway for schools to commence the development of individual adjustment plans for students with additional needs. Schools send a request for service to the ISS at the Catholic Education Office and are supported in online funding applications and assistance with meeting the requirements of the National Data Collection and Students with Disability Census.

Gifted and Talented (G&T) awareness and programs are embedded through regular G&T focus group meetings and the most current enrichment program information available to teachers through FROG, as well as differentiated curriculum practices promoted in all schools.

The ISS Team 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, research and subsequent identification of suitable Sound Field Systems, with the first of the Systems arriving at schools in December 2017 to support students with hearing and other related learning 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;
- Introducing a Forum for Inclusion Support Assistants to professionally develop their skillsets to support students with a disability;
- Funding allocation for Inclusion Support Assistants of 1 hour additional remuneration for every 10 hours they work to allow for better planning and professional learning with their Inclusion Coordinators;

- Identification and training of Tutors for the Online Disability Programs for teachers which includes Autism Spectrum Disorder, behaviour, dyslexia and other learning difficulties;
- Transition to work for Students with Disabilities;
- Appointment of a Behaviour Advisor to support schools with the implementation of Schools With Positive Behaviour (SWPB) and individual challenges;
- Arranging appropriate long term storage for confidential documentation.

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 T&L 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. Several schools mandated their staff to complete the CSER Digital Technologies MOOC, to ensure all staff were trained in the new curriculum requirements and how to successfully embed it within the current Scope and Sequence. On completion it also gave those schools access to the new robotics lending library.

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 Teams at schools were given guidance and support on strategic ICT planning, aligned to their School Improvement & Renewal Framework (SIRF) and Annual Improvement Plan (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) continued to be used 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. Access for schools staff, via a guest account, continued to increase, with thousands of logins in 2017. Several schools trialled the use of FrogProgress – a curriculum planning and assessment tool aligned to the Australian Curriculum. Schools which were the heaviest users focussed primarily on the digitisation of staff notices, rosters, calendars and documentation. 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), Early Years Network, Inclusion Support Coordinators and Catholic Indigenous Leadership Team (CILT) forums followed a similar brief to the program for CEO staff.

The contract for FrogLearn for 2017-2018 was renewed in November 2016 due to the evidence that the system was providing value to teaching and learning in schools and will be reviewed in late 2018.

Science, Technology, Engineering and Mathematics (STEM)

In 2017, schools were supported to continue to build the capacity of leadership, teacher and assistant teacher teams in implementing the Australian Curriculum: Technologies. Afternoon webinar sessions were run to help staff to further unpack the curriculum and network with other interested parties.

Schools continued to utilise the Catholic Education Office's LEGO Mindstorm and LEGO WeDo 2.0 kits to further explore and integrate into key learning areas. A number of secondary schools have continued to offer STEM electives to their Year 9 and 10 students. Faculties and individual teachers received professional development and support based on identified needs of the school.

Five primary and one secondary school participated in the 2nd Robocup Junior Australia Northern Territory Titles held at Charles Darwin University, Darwin in June 2017. Approximately 120 students from Sacred Heart Catholic Primary School, St Mary's Catholic Primary School, Holy Spirit Catholic Primary School, Holy Family Catholic Primary School, St Paul's Catholic Primary School and O'Loughlin Catholic College entered the dance or rescue competitions. The first Robocup Junior Australia Alice Springs regional competition was held at the Alice Springs Convention Centre. Our Lady of the Sacred Heart Catholic College, Alice Springs (Traeger Campus) entered teams into the dance and rescue competitions.

The commencement of a 'First Lego League' competition was held at Nightcliff Middle School in November 2017. St Mary's Catholic Primary School entered teams who competed against other schools from the Darwin and Palmerston region in the Hydro Dynamics project. Teams had to choose and solve real-world problems.

Vocational Education and Training (VET)

2017 was a successful year for VET with the Catholic sector showcased at the NT Training Awards. One Year 11 student from O'Loughlin Catholic College was awarded School Based Apprentice or Trainee of the Year and went on to the National Awards. Rainbows Holy Family Early Learning Centre (ELC) was awarded runner up for Small Employer of the Year. The ELC had seven trainees and attributed VET as a key factor in retaining staff.

Catholic schools are increasingly embracing VET and employing trainers to deliver VET throughout the school timetable. This gives flexibility to students and enables them to access VET as well as academic studies.

During the course of the year there was a further increase in students enrolling for VET certificates. VET was accessed by all urban secondary schools as well as two Indigenous Catholic Community Schools. Students were able to access a wide variety of courses from Hospitality to Rural Operations. There have been opportunities for students to start pathways in Maritime, Police, Fire and Emergency as well Primary Health Care with an increase of industry involvement in these areas.

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.

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 their senior years. Schools continued to increase in the number of students undertaking School Based Apprenticeships and Traineeships.

Certificate III Christian Ministry and Theology had its fourth cohort of Year 12 graduates, with 92 students achieving the full certificate and a further 2 students receiving Statements of Attainment.

Data Informed Practice

The Data Informed Practice Project (DIP) continued in 2017 with all schools collecting literacy and numeracy data for each student in Transition to Year 9. Due to staffing difficulties, St John's Catholic College modified their participation for the second half of the year.

The Indigenous Advancement Strategy funding continued to provide schools with the option of engaging a Data Informed Practitioner on staff. All schools took up this opportunity in Semester 2 (apart from St John's Catholic College), and experienced 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 work can be done together to see growth in learning. The much awaited ACARA progressions of learning will help to further this work in 2018.

In 2017, focus in many schools shifted beyond just macro data analysis and use at whole school level to more cohort, group and individual identification of needs, implementing approaches and strategies to meet these and ongoing monitoring and tweaking of support to ensure more students are achieving at least a year's growth in learning and being closer to reaching their full potential.

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.

A conscious effort was employed to source and provide opportunities to build the data literacy of staff in schools including:

- the first cohort to complete the Institute for Educational Assessors course (IEA) offered by the SACE Board of South Australia,
- the move to a system licence for OARS Assessment and Resource Centre to enable CEO Education officers access to design more targeted learning for schools in the use of these, and
- the promotion and uptake of many online opportunities in learning and assessment offered by different institutions.

An external independent review during Term 3 2017 of the Data Informed Practice project, which provided opportunity for all stakeholders within the system to provide feedback has recommended the continuation of the project to the end of 2019 to ensure structures, policies and practice move to embedded sustainability. The Catholic Education Office has been able to commit to funding from different sources to continue until the end of 2018.

Careers

Future careers are moving into an ever increasing world of technology and Careers Coordinators take on the challenge of preparing students for this continually changing environment.

The Careers Coordinator group was able to provide feedback to the National Career Education Strategy working group around key questions and propositions that were drafted for feedback. This provided further insight into current practice and allowed some interesting discussions for Careers Coordinators.

Representatives of the Registered Training Organisation (RTO) presented their courses at scheduled network meetings held during the year. Guest speakers were also invited including Mr Michael Gledow from Connect'n'Grow and Ms Alisa Connolly, NT Farmers Association Representative. These sessions provided for robust discussions for Careers Coordinators.

A focus during the year was to identify top skills, qualities and capacities required in the roles of Careers and VET Coordinators as leaders in schools. Discussions included developing strategies in engaging with students and parents and providing information and advice from industry into schools.

Careers Coordinators continued work on their school plans in developing and embedding a careers program to support students with information and options to choose ensuring successful outcomes for student pathways from school.

Senior Years

Catholic Education Northern Territory schools had a pleasing 191 students graduate with their NTCET in 2017 compared to the 164 completers in 2016, and 175 in 2015.

Once again there were some excellent individual results with Our Lady of the Sacred Heart Catholic College graduate Johvan Miles a particular standout. The Indigenous student won the Most Outstanding Stage 2 Northern Territory Certificate of Education and Training (NTCET) Distance Education Student of 2017 award, and the Charles Darwin University Top Aboriginal Australian Tertiary Admission Rank award at the NT Board of Studies (NTBOS) award ceremony in Alice Springs. Johvan was also named the 2017 Top Aboriginal NTCET completer. Johvan is taking a gap year to work and save money, and get back into athletics before heading to university. He is interested in pursuing either an engineering, science or architecture course at university in 2019.

Outstanding achievements of a number of other 2017 Year 12 students was acknowledged at the Northern Territory Board of Studies Awards Night in Darwin including:

- Antoninuse Kantilla, Xavier Catholic College, Wurrumiyanga (Bathurst Island): Karmi Sceney Indigenous Remote Excellence and Leadership Award;
- Kate Gornall, O'Loughlin Catholic College, Darwin: Vocational Education and Training Award; and
- Helen Wallace, O'Loughlin Catholic College, Darwin: NT Music School Music Award.

Indigenous Catholic Community Schools (ICCS) were successful with students graduating with either their NTCET or entering the workforce in a range of areas. Xavier Catholic College (XCC) Wurrumiyanga (Bathurst Island) had 8 NTCET completers in 2017. Our Lady of the Sacred Heart Thamarrurr Catholic College (OLSHTCC), Wadeye (Port Keats) worked with the NT School of Distance Education in the second half of 2017 to set up a Year 10 class for 2018 with the aim of having a number of students graduate with their NTCET in 2020.

The Northern Territory Board of Studies (NTBOS) approved Employment Pathways Program continued to be implemented successfully at Ltyentye Apurte Catholic School (LACS),

Santa Teresa (via Alice Springs) and St Francis Xavier Catholic School (SFXCS), Naiyu (Daly River), with students increasing their literacy, numeracy, wellbeing and employability skills whilst at the same time obtaining qualifications such as their Driver Licence, Bronze Medallion and working towards the completion of a range of VET certificates. XCC and OLSHTCC will also be implementing the Employment Pathways Program as an option for their students in 2018.

Throughout 2017 some of the senior students from St Joseph's Catholic Flexible Learning Centre (SJCFLC), Alice Springs, worked towards obtaining their Bronze Duke of Edinburgh Award. Seven students graduated at the official Awards Ceremony in November 2017 after participating in a range of activities including the Adventurous Journey (2 night camp), 3 months of skills development and 3 months of service to the community.

Catholic urban schools had some great Year 12 results as well, with a top Australian Tertiary Admission Rank (ATAR) of 95.10 being achieved by Lucia Lynch of St John's Catholic College, Darwin. O'Loughlin Catholic College, Darwin had two students with ATARs over 90 and the highest number of NTCET completes with 49 of their Year 12s receiving their NTCET. MacKillop Catholic College, Palmerston had similarly high numbers of graduates, with 44 students achieving their NTCET.

Differentiation and Gifted

Professional learning for Gifted Education and Differentiation was held in schools throughout 2017. The Gifted Education Focus Group was strengthened with all urban schools participating either in person or via skype. Much time was spent on increasing participant understanding on methods for identification of students who may be gifted to enable them to work back in their schools on broadening strategies to identify students, and not just relying on academic assessment data. ICCS Principals were consulted towards the end of the year to seek input on ways to raise awareness in remote communities about giftedness and to increase ICCS involvement in the focus group for ongoing support. A number of Primary and Secondary participants gave presentations to the group about their schools' journey and plans for catering to gifted students. Feedback from other participants has strongly encouraged the continuation of this as, apart from gaining ideas for strategies

and techniques, they also gained an insight into a change process in action.

A template to assist schools to develop Gifted Education plans continues to be circulated to the focus group for use and consultation. A number of schools developed plans in 2017.

Other support provided to schools during the year included:

- Planning support for gifted students with individual and teams of teachers;
- Whole school professional learning around identifying and catering to the needs of gifted students
- Whole school and heads of faculty professional learning around differentiation across ability levels;
- 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, and ways to engage their participation in the focus group;
- Updating 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 Thamarrurr Catholic College, Wadeye (Port Keats)
- St Francis Xavier Catholic School, Naiyu (Daly River)
- Xavier Catholic College, Wurrumiyanga (Bathurst Island)
- Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga (Bathurst Island)

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 (CDU). 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.
- 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 2017 year, 14 students continued their studies with CDU. Highlights of the program have been:

- The GOO students attended several week long intensive blocks at CDU in Darwin during 2017. Various CDU lecturers and CENT staff delivered modules during these intensives which enhanced the support structures between students and CEO staff. These intensives proved very relevant and beneficial to students.
- Under the new Colombo Plan Mobility Program, ten GOO students were funded to travel to Timor-Leste in 2017. This exciting opportunity was a very significant chance to compare and contrast the multilingual/cultural practices in Timor-Leste with remote Northern Territory, and formed the basis of the Research Unit (EST 302). It was an incredibly enriching experience for the students who have subsequently delivered a number of presentations on their visit to a wide variety of audiences to great acclaim.
- Nikita Jason has now completed her pre-requisites to become a TRB registered teacher and has taken up a full time teaching role at Saint Francis Xavier Catholic School at Nauiyu (Daly River). Marcus Williams is on

schedule to complete his studies with CDU in Term 4 2018 and the students, schools, communities and the CEO are looking forward to celebrating their graduations.

- The program continues to receive recognition and critical acclaim including from Territory and interstate Government organisations citing the program as a model to consider across a range of exemplary practice.

The CEO is moving to review the progress of the GOO program as it comes to the end of a funding cycle at the conclusion of 2018. Consideration is being given as to what support structures will exist in the future to ensure the successful completion of their studies and transition to teaching given the number of students continuing their studies

Advanced Skills Teacher 1 (AST1) status for 2018

Congratulations to the following teachers who have received Advanced Skills Teacher Level 1 recognition as from the first day of the school year in 2018:

- Selena Martin
St Joseph's Catholic College, Katherine
- Anne Wescott
St Joseph's Catholic College, Katherine
- Tracy Lefevre
St Joseph's Catholic College, Katherine
- Caoimhe Kalinowsky
Holy Spirit Catholic Primary School, Darwin
- Meg Irwin
Holy Spirit Catholic Primary School, Darwin
- Tracey Coco
Holy Spirit Catholic Primary School, Darwin
- Sarah Bonney
Our Lady of the Sacred Heart Catholic College, Alice Springs
- Kieran Curnow
Our Lady of the Sacred Heart Catholic College, Alice Springs

Congratulations to the following teachers who were successful in their application to renew their Advanced Skills Teacher Level 1 status from the first day of the school year in 2018:

- Evelyn Gaces
Our Lady of the Sacred Heart Catholic
College, Alice Springs
- Keiko Nishimura
Our Lady of the Sacred Heart Catholic
College, Alice Springs
- Susan Marshall
Our Lady of the Sacred Heart Catholic
College, Alice Springs

Early Years and School Age Education and Care

The year began with inductions and supporting new preschool teachers due to the high turnover of staff in preschools and similar changes with educators within the urban services. With this in mind the year commenced with the first network meeting dedicated to Cultural Immersion which prepared ICCS staff and refreshed urban staff on the importance of culture inclusivity, which is a principle in the early years sector.

A main focus for all education and care services was the development of learning environments to inspire and engage children in the learning process. This involved the understanding of pedagogy and providing quality educational programs based on the child's interests and development of competencies for skill acquisition using play based activities in the early years and introducing leisure and physical wellbeing in Out of School Hours Care (OSHC) services. Early Childhood Australia (ECA) provided professional development of this at two network meetings reinforcing the message. Throughout the year during schools visits and at network meetings, remarkable positive growth in the development of programs was evident and confidence in staff apparent as they shared what they were doing and what was working at their service.

The Assessment of Student Competencies (ASC) continues to be used to inform programming. Information is collated twice a year so staff can see the growth of their students and identify any gaps in competencies. During the year, staff were encouraged to discuss and share how assessments were documented which led to moderation of a competency. Due to a lack of understanding of the assessments, documentation of assessments and how to observe the competencies was provided, resulting in more support being provided.

This area of work continues to be discussed during visits.

Compliance monitoring inspections by Quality Education and Care identified that Risk Assessments and Medical Communication Plans were not compliant in all services. Through consultation with compliance officers and assessors generic templates were designed. The risk assessments are now used throughout the Catholic system. There were services with WHS compliance issues which were pointed out by staff during visits and during spot checks which led to the development of templates to help manage and address these issues.

During the year the CEO developed relationships with the Northern Territory Department of Education (NT DoE) and Quality Education and Care. Meetings were set up to work together on implementing quality practices into CENT services and participate in any workshops provided by the NT DoE.

The CEO retains membership on the Early Childhood Education and Care Awards Committee that meets monthly on issues based on the awards criteria, developing terms of reference and working to incorporate the improvements outlined by Key Stakeholder Advisory Group. This membership enables further development of relationships with a number of related organisations.

CEO staff have collaborated with the Alana Kaye, of the Registered Training Organisation (RTO) to deliver Certificate 3 and Diploma of Children's Services within Indigenous communities, in context, so staff can achieve a qualification needed to be working in the preschools. This was started towards the end of 2017 and will continue in 2018.

Changes to the National Quality Framework approved by Australian, state and territory Education Ministers came into effect as of 1 October 2017 as well as a revised National Quality Standard. The changes aimed to strengthen quality through greater clarity, remove conceptual overlap between elements and standards, clarify language and reduce the number of standards and elements. At the end of the year all Prescribed Policies were reviewed and updated to accommodate the changes in the National Quality Standards (NQS), National Law and Regulations.

The table below shows each services' current rating as of 2017:

Service	Maximum Nuner of Children	Rating as per Assessment and Rating	Date
Holy Family Early Learning Centre	45	Meeting	24/02/2016
Holy Family After School Care	60	Meeting	23/05/2014
Holy Spirit Community of Learners	45	Meeting	14/12/2016
Holy Spirit Outside School Hours Care	100	Meeting	15/11/2017
Sacred Heart Early Learning Centre	44	Meeting	25/01/2017
Sacred Heart Outside School Hours Care	120	Meeting	17/02/2017
St Mary's Community of Learners	45	Meeting	02/05/2017
St Mary's Outside School Hours Care	75	Meeting	02/08/2017
St Paul's Early Learning Centre	33	Meeting	23/05/2014
St Paul's Outside School Hours Care	75	Meeting	10/08/2017
St Francis of Assisi Early Learning Centre	44	Working Towards	23/04/2015
St Francis of Assisi After School Care	50	Meeting	05/09/2017
St Joseph's Early Learning Centre	44	Meeting	16/11/2016
St Joseph's After School Care	30	Working Towards	13/03/2015
Ltyentye Apurte Preschool	53	Working Towards	11/12/2015
Murrupurtiyanuwu Preschool	38	Working Towards	18/11/2015
OLSH Thamarrurr Preschool	84	Working Towards	12/02/2015
St Francis Xavier Preschool	18		

Network meetings have increased with support and comradeship during 2017 with Assistant Directors, ICCS preschool teachers and urban preschool teachers as well as OSHC Coordinators attending. The meetings provide staff with opportunities to network with each other and share ideas as well as be informed with programming and how to improve services including compliance information.

During 2017 the Early Years Standing Committee continued its work and ratified:

- Terms of Reference for Early Years;
- Position Statements for Early Years;
- OSHC, Transition/Orientation Policy and Procedures;
- Professional Development Policy.

The Early Years Committee also discussed and recommended that the Enterprise Bargaining Agreement (EBA) be updated with current terminology used in education and care services.



COMMUNITY AND CULTURE

Community and Culture (C&C) Standing Committee

During 2017, the Community and Culture (C&C) Standing Committee of the Catholic Education Council NT undertook to begin a review process of how it operated, membership and future direction.

The C&C Standing Committee met each semester, on the advice of the Director of Catholic Education, and focussed on reviewing goals and actions that included:

- re-visiting the vision and mission statements of the Standing Committee;
- seeking increased participation on the Standing Committee, including participation by religious;
- ensuring each school addressed the Community and Culture Annual Strategic Implementation Plan; and
- reporting on the progress of the Cultural Awareness workshops run by Ms Robyn Collard and the CILT teams.

Orientation Program

The 2017 Orientation Program was held at the Convention Centre, Waterfront in Darwin on 23 and 24 January 2017. Catholic Indigenous Leadership Team (CILT) members contributed once again to the program under the guidance and support of Ms Robyn Collard, Workforce & Development Manager. 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 (CENT) 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 CENT.

National Catholic Education Commission

During Semester 1 2017, a request was received from the National Catholic Education Commission (NCEC) to respond to the need for a review of delivery of Languages other than English (LOTE) in Catholic schools in the Northern Territory. Information was presented at a Community and Culture Standing Committee meeting in Semester 2 detailing languages taught, time allocations and level of qualifications of staff delivering the program. Whilst LOTE clearly sits within Teaching and Learning, the C&C Standing Committee discussed details of the delivery of languages in schools currently and into the future.

Information was also presented to the NCEC during 2017 on the diversity existing in Catholic schools in the Northern Territory. The development of a Reconciliation Action Plan was a focus of discussion. Br Daniel Hollamby FMS, Principals' Support Officer of the Catholic Education Office will lead in the implementation of an action plan for the CEO and CENT to be implemented in 2018.

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 2017 on addressing the goals of the PCWB section of the Strategic Plan: Towards 2017 and contributed to the formation of draft goals into future strategic directions; Towards 2020. The process of developing draft goals involved extensive consultation with staff across CENT.

The leadership formation of Wellbeing Leaders in schools continued throughout 2017 and provided professional learning around priorities established by schools.

Priority areas for 2017 included professional learning on:

- Positive student Behaviour Models;
- Data informed strategic response in developing school wide practice;
- Identification of essential elements of school wide practice;
- Developing understandings, knowledge and skills around parent engagement;
- Shifting teacher practice;
- Change management models; and
- Research projects – Grow Your Mind.

Staff at CENT, in Partnership with Catholic Care NT, Principal Australia Institute and Headspace continue to provide essential school support.

The PCWB Standing Committee continues to be strong professional membership from the disciplines of teaching, psychology, law, counselling and sociology.

CENT continues to be supportive of future research in Pastoral Care and Wellbeing.

A focus in 2018 will be to engage leaders from schools in action research projects that focus on priorities within school communities. Two formal research activities will include up to five schools across the Territory. These projects will include two particular programs.

- Grow Your Mind and
- Using Emotional Freedom Techniques (EFT) for reducing anxiety and increasing wellbeing in primary school students.

A further research project proposal in the areas of Principal Wellbeing and best practice models of Whole School Wellbeing is in the development stage for implementation into the next strategic cycle.

FINANCE, FACILITIES AND RESOURCES

The Finance, Facilities and Resources (FFR) Standing Committee of the Catholic Education Council NT considers and discusses work areas related to Finance, Facilities & Resources in Catholic Education in the Northern Territory (CENT) and makes recommendations to the Catholic Education Council of the Northern Territory.

The four Standing Committee meetings held during 2017 focussed on:

Funding discussions

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

Building programs related to funding from the Northern Territory Government Budget

- Mother Teresa Catholic Primary School
- 2017 Building our Economy (BoE)
- 2018 Building Better Schools (BBS)

The Northern Territory Block Grant Authority

- 2017 approvals
- 2018 applications

Catholic Education Office funding

- 2017 Catholic Education Budget
- 2017 Group Funded Budget (Urban Schools)
- 2017 Indigenous Catholic Community Schools' budgets
- 2018 Draft CEO budgets
- 2018 Draft Group Funded Budget
- 2018 Draft Indigenous Catholic Community Schools' budgets

Audits

- Schools
- Catholic Education Office
- Block Grant Authority

MacKillop Catholic College construction

- Stage 4

Special projects

- Solar program
- Strategic Plan focus points

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. 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 2017, financial operations involved:

- undertaking 108 month-end closures and roll-overs
- paying 10,090 invoices to creditors
- processing 1,220 staff reimbursements, superannuation and taxation payments
- raising 845 debtor invoices
- processing 992 school funding grant transfers

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 2017 an average payroll period involved paying 405 individuals across the supported entities. Additionally, approximately 80 people were employed as casual cultural workers and paid on an ad hoc basis when their services were required.

Payroll processing involved:

- adding 154 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.)
- preparing 614 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 2017, 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 2017 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.

Funding policy analysis

During 2017 the Commonwealth Government proposed and then legislated for changes to the funding model for non-government schools (referred to in the media as "Gonski 2.0"). During this process, and in preparation for the commencement of the new funding model in 2018, significant effort was devoted to analysing the impact of the changes and modelling the expected funding flows in future years as well as representations to the Government concerning the impacts.

TechnologyOne system implementation

The TechnologyOne system for finances and payroll was improved in a range of ways during 2017, in preparation for the roll-out to urban schools. Towards the end of 2017 preparations were made for the take-up of the new system in three schools as at 1 January 2018. As part of this preparation, the CiAnywhere module was implemented to improve the interface between all staff and the TechnologyOne system.

Focus Activities in 2018

- TechnologyOne system roll-out to urban schools is expected to commence with three schools initially and more schools as the year proceeds.
- Develop and implement a system of internal auditing with the Catholic Education Office.
- Implement context specific financial governance structures in ICCS schools.



Northern Territory Block Grant Authority (NT BGA) applications approved for 2017

2016 General schedule approved for Catholic Schools		
School	Grant (\$)	Project Description
Holy Family Catholic Primary School, Karama	46,665	Upgrade staffroom to support IT equipment for staff kitchen area to deliver food technology component of the curriculum to upper primary students.
St Mary's Catholic Primary School, Darwin	261,324	Extend and refurbish four early childhood classrooms for increased spaces
Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga	94,900	Refurbish and repair Indigenous language and culture classroom block
MacKillop Catholic College, Palmerston	65,000	Construction of workshop training area
St Francis of Assisi Catholic Primary School, Humpty Doo	19,929	Refurbish resources centre to create two learning spaces
St John's Catholic College, Darwin (1)	35,977	Refurbish Computer room in Middle School
St John's Catholic College, Darwin (2)	65,000	Refurbish senior school toilets for girls and boys
St John's Catholic College, Darwin (3)	87,186	Refurbishment of middle school toilets for boys and girls

Media, Marketing and Communications

Media and Marketing commenced with several initiatives and projects in the areas of:

- Advertising and marketing campaigns for the opening of Mother Teresa Catholic Primary School at Zuccoli in preparation of the school opening at the start of 2018.
- Advertising vacancies and recruitment processes were reviewed and fresh processes trialled.
- Creation of 'TeachNT.com' to advertise teaching vacancies and to attract and better inform, high quality teachers looking to join CENT and share their skills to make a difference. The website is to be finalised and launched in 2018.
- Creation of an NT Block Grant Authority (NT BGA) website is underway designed to streamline applications and processes.

- Work commenced on a strategic approach for advertising and marketing 18 schools under an upgraded Catholic Education in the Northern Territory brand envisaged to be rolled out in 12 – 18 months.
- Investment in a professional video production kit. Filming has commenced on the production of Web videos. These videos will enhance existing school websites, as well as production of student and teacher training videos for the FROG site.
- Work in upgrading content to school websites commenced and will be a focus in 2018.

Focus Activities in 2018:

- Launch of two websites: TeachNT and NT Block Grant Authority
- Enhance and update school websites
- CENT branding and marketing
- Streamline advertising and recruitment processes



Information Communication and Technology

Civica Education Suite (CES)

Civica Education Suite (School Information System) will be rolled out in 2018 to an additional 3 pilot schools – St Pauls Catholic Primary School, Mother Teresa Catholic Primary School and St Francis of Assisi Catholic Primary school. An important part of the deployment is the custom integration designed by Civica and TechnologyOne (Finance) to facilitate billing operations. Developing the integration from inception to production has been challenging, but steady progress has been made throughout and is expected to be used live in schools May 2018.

CEO Intranet – CENet

"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 launched in 2016.

Since that time, the CEO has signed an agreement with SRA Technology Darwin to continuously develop and support the INSPIRE product with the goal of licensing the software to other schools and jurisdictions.

A product roadmap and marketing plan has been developed and SRA and CENT are excited to bring this technology forward. INSPIRE has already been openly acknowledged as a forerunner Inclusion Support tool in Australia, and critical to the Inclusion Support work at CENT.

Learning Management System (LMS)

In 2017 a Principal led working group was formed to distil the needs of CENT schools in the learning management space to plan a system response. Saron Education Quality Teachers Assistant (SEQTA) was selected by CENT Primary and Secondary schools, and the process of making the platform available is presently underway.

School major areas of need in the LMS space are Parent Portals, Advanced Curriculum Management, Formative\Summative Assessment, Academic Reporting, Online Content Management and Submission.

Academic Reporting

Preparations for academic reporting in CENT information systems to move from a standardised format into a model where schools will design their own report format in accordance with direction from CEO Teaching and Learning is scheduled for Semester 2, 2018.

The role of CEO IT in the process of schools managing their own reports will be to assist in the scoping process of any changes they require and facilitate dialog with vendors.

Mother Teresa Catholic Primary School

In the lead up to the school opening in 2018, CEO IT was involved in the scope and provisioning of the IT client and infrastructure hardware and software required to open the school. In line with other CENT schools, Mother Teresa Catholic Primary School is a NTSCHOOLS (Department of Education Network) site with key selections made in specific areas such as wireless networking to empower staff and students in their use of IT in the classroom.

Focus Activities in 2018

- 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.
- 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

2017 has been a busy and exciting year with some very significant projects being considered and undertaken. Some of these projects are highlighted below.

Mother Teresa Catholic Primary School

The commitment and dedication of CENT's Project Control Group along with the architectural project management team and the builder delivered a very successful completion to Stage 1 at the end of 2017. This facilitated the commencement of the Early Learning Centre and Transition to Year 2 at Mother Teresa Catholic Primary School for the start of the 2018 school year.

Building Our Economy (BoE)

Much of the BoE projects in schools were completed in 2017. This was a very worthwhile and timely program and assisted all our schools with their maintenance and capital works projects.

Schools welcomed the announcement of the Building Better Schools (BBS) program, another Northern Territory Government initiative in supporting schools with their capital works projects.

Solar Program

Work on the Solar Program commenced in November 2017 covering 19 sites which will include 17 schools, the Catholic Education Office and the Diocesan Office. This project will see close to 1.2MW of solar power installed across the sites with the potential to generate electricity to reduce the grid-electricity consumption significantly.

This Program is anticipated to be completed by mid-2018.

Stronger Futures Staff Housing

The additional staff housing on Wurruminyanga consisting of four self-contained units commenced construction in mid-2017 and scheduled to be ready to accommodate staff for the start of the 2018 school year.

The additional staff housing at Wadeye consisting of 6 self-contained units commenced construction in late 2017 and scheduled to be ready to be completed by mid-2018.

These new units will be a welcome addition in both communities.

MacKillop Catholic College

The construction of the covered walkway to link the two wings of MacKillop Catholic College was completed in mid-2017. This brings to completion all of the construction work identified in the original masterplan.

The College has commenced on the next phase of planning.

Murrupurtiyanuwu Catholic Primary School

The Preschool at MCPS underwent a significant upgrade and refurbishment in 2017 with the addition of a covered open learning area and a new kitchen. This will assist the Preschool to meet its compliance obligations.

St Mary's Catholic Primary School

With the assistance of a Block Grant, the school was able to increase their teaching areas whilst providing more flexible and adaptable spaces with the addition of four new general learning areas with a new secured courtyard.

Asset Management System (AMS)

This project continues to experience delays, although much work has been done to date. A significant amount of work is still to be done. It is anticipated the Asset Register will be implemented in select schools in late 2018.

Focus Activities in 2018

- Implement the Asset Management System in urban schools
- Support schools in the development of Master Plans



SCHOOL STATISTICS

School Enrolments 2017

School Enrolments 2017	Primary	Secondary	Total
St Mary's Catholic Primary School, Darwin	214		214
St Paul's Catholic Primary School, Nightcliff	238		238
Holy Spirit Catholic Primary School, Casuarina	246		246
Holy Family Catholic Primary School Karama	234		234
Sacred Heart Catholic Primary School, Palmerston	313		313
St Francis of Assisi Catholic Primary School, Humpty Doo	143		143
St John's Catholic College, Darwin		223	223
O'Loughlin Catholic College, Karama		568	568
St Joseph's Catholic College, Katherine	109	116	225
Our Lady of the Sacred Heart Catholic College, Alice Springs	342	368	710
Xavier Catholic College, Wurrumiyanga		116	116
Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga	189		189
St Francis Xavier Catholic School, Nauiyu, Daly River	42	26	68
Ltyentye Apurte Catholic School, Santa Teresa	79	39	118
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye	411	216	627
MacKillop Catholic College, Palmerston		617	617
St Joseph's College Flexible Learning Centre, Alice Springs		110	110
Total	2560	2399	4959

Enrolment Trends 2007-2017

Primary				Secondary		
Year	Boys	Girls	Total	Boys	Girls	Total
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
2017	1376	1184	2560	1159	1240	2399

Enrolment Type 2016 – 2017

	2016			2017		
Urban	Boys	Girls	Total	Boys	Girls	Total
Primary	1054	929	1983	1015	824	1839
Secondary	1026	991	2017	954	1048	2002
Total	2080	1920	4000	1969	1872	3841
Remote						
Primary	408	360	768	361	360	721
Secondary	206	207	413	205	192	397
Total	614	567	1181	566	552	1118

Indigenous Enrolment 2007 – 2017

Urban			Remote		Total	
Year	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2017	261	456	721	397	982	853

St John's College Boarding Students 2007-2017

Year	Students
2007	213
2008	231
2009	178
2010	175
2011	183
2012	177
2013	173
2014	143
2015	120
2016	87
2017	83

Principals 2007 - 2017

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Religious Male	2	2	1	1	1	1	2	2	2	2	2
Religious Female	1	1	-	-	-	-	-	-	-	-	-
Lay Male	5	5	4	4	6	7.5	11	10	5.5	6	8
Lay Female	8	8	10	10	8	8.5	4	5	9.5	9	7
Total	16	16	15	15	15	17	17	17	17	17	17

Teacher Staffing 2007 - 2017

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Primary	174	178	186	183	180	184	187	198	191	188	193
Secondary	144	165	170	179	170	160	196	199	216	220	218
Total	318	343	356	362	350	353	383	397	407	408	411
Religious	6	6	1	1	3	3	3	4	4	4	2
Lay	312	337	355	361	347	350	380	393	411	412	413

FINANCIAL STATISTICS - 2017

AUSTRALIAN GOVERNMENT GENERAL RECURRENT GRANTS Statement of income and expenditure For the year ended 31 December 2017

(Figures in \$)

Income

Australian Government Grants		71,290,768
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Expenditure

Grants to schools	59,739,764	
System level support	10,177,009	
System administration	1,373,995	

AUSTRALIAN GOVERNMENT TARGETED PROGRAMS Statement of income and expenditure For the year ended 31 December 2017

(Figures in \$)

Income

Australian Government Grants		11,000,727
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Expenditure

Grants to schools	9,513,642	
Unexpended grant	1,310,215	
System level support	176,870	

NORTHERN TERRITORY GOVERNMENT PER CAPITA GRANTS
Statement of income and expenditure
For the year ended 31 December 2017

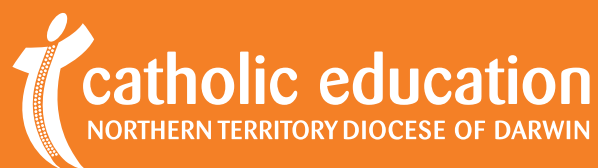
(Figures in \$)

Income		
Northern Territory Government Grants		14,273,385
Expenditure		
Grants to schools	13,759,860	
System administration	513,525	

NORTHERN TERRITORY GOVERNMENT OTHER PROGRAMS
Statement of income and expenditure
For the year ended 31 December 2017

(Figures in \$)

Income		
Northern Territory Government Grants		23,994,769
Expenditure		
Grants to schools	3,927,431	
Capital grants-Mother Teresa Catholic Primary School	19,563,198	
Unexpended grants	504,140	



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