

# ANNUAL REPORT 2010

Catholic Education Office  
Northern Territory

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# LETTER OF TRANSFER

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

Dear Bishop Eugene

On behalf of the Catholic Education Council of the Northern Territory, we have much pleasure in submitting the Annual Report for the year 2010.

The Catholic Education Office has continued to actively engage school communities in a range of initiatives, activities, development, projects and programs in its service and support to young children in Catholic education in the Northern Territory.

This annual report reflects the accountability and governance responsibilities of the Catholic Education Council (NT) in the key areas of Catholic Identity; Teaching and Learning; Leadership; Finance, Facilities and Resources and links its activities and outcomes with the Schools Improvement and Renewal Framework and the Strategic Plan 'Towards 2012'.

We commend the report to you and trust you will find it informative.

Yours sincerely

Sean Parnell  
Chair  
Catholic Education Council of the Northern Territory

Michael Avery  
Director of Catholic Education  
Diocese of Darwin

2 September 2011

# CATHOLIC EDUCATION COUNCIL OF THE NORTHERN TERRITORY

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

The objectives and functions of the Council are to serve the Church and the community. The CECNT is the principal consultative body on education to the Bishop providing advocacy to the Australian Government and the Northern Territory Government. Council monitors and reviews the strategic directions of Catholic education in the Diocese and provides a representative forum for parents and Catholic communities, clergy and parishes on matters of education. Council also provides a conduit for other Catholic organisations in the Diocese for connected work in education and a formalised structure and relationship with the National Catholic Education Commission.

## Membership

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

## Diocese

|                     |                                              |
|---------------------|----------------------------------------------|
| <b>Bishop</b>       | Most Rev Eugene Hurley, DD, Bishop of Darwin |
| <b>Chancellor</b>   | Sr Elizabeth Little, fdnsc                   |
| <b>Chair</b>        | Mr Sean Parnell                              |
| <b>Deputy Chair</b> | Mr David Reilly                              |

## Deanery Representatives

|                     |                                                                                                                                                                    |                                     |                                      |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| <b>Schools</b>      | Miss Leah Kerinaiaua<br>Mrs Anne Weygood<br>Br Paul Gilchrist, FMS<br>Mr Neal Maxwell                                                                              | <b>Indigenous Representation</b>    | Mrs Marian Patterson                 |
| <b>Priests</b>      | Fr Leo Wearden, MSC                                                                                                                                                | <b>Special Needs Representative</b> | Mrs Maria Pia Gagliardo              |
| <b>Parents</b>      | Mr Sean Parnell<br>Mrs Geraldine Mulvahill                                                                                                                         | <b>Community Members</b>            | Mr David Reilly<br>Mr Peter Caldwell |
| <b>CEO Director</b> | Mr Michael Avery                                                                                                                                                   | <b>Teacher</b>                      | Miss Margaret Flynn                  |
| <b>Ex-Officio</b>   | Mr Greg O'Mullane, Deputy Director School Services<br>Miss Brenda Keenan, Deputy Director Teaching & Learning<br>Miss Margaret Hughes, Leader of Catholic Identity | <b>Religious Orders</b>             |                                      |
|                     |                                                                                                                                                                    | <b>CatholicCare NT</b>              | Sr Rose Glennen, RSM                 |



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

Key discussions at these meetings furthered the progress of

- Building on the Strategic Plan Towards 2012
- School Improvement & Renewal Framework follow up with schools
- Leadership in ICCS
- National Partnerships, National Education Agreement and other Funding conditions
- Catholic Identity - Signs and symbols in schools
- Students with Disabilities
- New schools
- Government funding.

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

Meeting dates: 12 March, 11 June (Wadeye), 3 September and 26 November.

## Council Standing Committees

The committees are in alignment with the School Improvement and Renewal Framework and the Strategic Plan. Each committee develops an Annual Implementation Plan based on the Outcomes of the Strategic Plan 2009-2012.

The following four Standing Committees were formed with designated convenors being from the Catholic Education Office.

- |                                   |                                                          |
|-----------------------------------|----------------------------------------------------------|
| • Catholic Identity               | Miss Margaret Hughes (Leader of Catholic Identity)       |
| • Teaching and Learning           | Miss Brenda Keenan (Deputy Director Teaching & Learning) |
| • Leadership                      | Mr Michael Avery (Director of Catholic Education)        |
| • Finance, Resources & Facilities | Mr Greg O'Mullane (Deputy Director School Services)      |

Two more Standing Committees are in their stages of formation and will operate in 2011, namely:

- Community and Culture
- Pastoral Care and Wellbeing

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

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

### ***Catholic Identity Standing Committee (previously part of Curriculum & RE Standing Committee)***

#### **Members**

|                         |                                                     |
|-------------------------|-----------------------------------------------------|
| Miss Margaret Hughes    | Catholic Education Office (Leader)                  |
| Sr Rose Glennen RSM     | Catholic Care, Darwin NT                            |
| Mrs Miriam-Rose Baumann | Indigenous representative, Daly River               |
| Ms Robyn Craig          | O'Loughlin Catholic College                         |
| Br Paul Gilchrist, FMS  | Our Lady of the Sacred Heart College, Alice Springs |
| Mrs Anne Weygood        | St Joseph's College, Katherine                      |
| Mr Bill Bemelmans       | Sacred Heart School                                 |

Meeting dates: 12 May, 23 November

### ***Teaching & Learning Standing Committee***

#### **Members**

|                         |                           |
|-------------------------|---------------------------|
| Mrs Maria-Pia Gagliardo | Member, CECNT (Leader)    |
| Miss Brenda Keenan      | Catholic Education Office |
| Mrs Mary Cutjar         | Catholic Education Office |
| Mr Cameron Hughes       | St John's College         |
| Mrs Margot Morcombe     | St John's College         |

Meeting dates: 1 March, 24 May, 23 August, 8 November



### ***Leadership Standing Committee***

#### **Members**

|                        |                                    |
|------------------------|------------------------------------|
| Mr Michael Avery       | Catholic Education Office (Leader) |
| Ms Paula O'Callaghan   | O'Loughlin Catholic College        |
| Mrs Jacqui Langdon     | St Mary's Primary School           |
| Mr Shayne Kidd         | St Francis of Assisi School        |
| Mr Geoffrey Browne     | St John's College                  |
| Mrs Bernadette Morriss | Holy Spirit School                 |

Meeting dates: 29 April, 11 August, 9 November



### ***Finance, Facilities and Resources Standing Committee***

#### **Members**

|                   |                                         |
|-------------------|-----------------------------------------|
| Mr Greg O'Mullane | Catholic Education Office (Leader)      |
| Mr Michael Avery  | Catholic Education Office               |
| Mr John Fong      | Catholic Education Office               |
| Miss Kathy Neely  | Sacred Heart School, Palmerston         |
| Mr Peter Caldwell | Member, CECNT                           |
| Mr John Flynn     | Chair, Darwin Diocesan Development Fund |

Meeting dates: 2 March, 18 May, 30 August, 16 November



# CATHOLIC EDUCATION OFFICE

## DIOCESE OF DARWIN, NORTHERN TERRITORY

The Catholic Education Office (CEO) exists for only one reason – to provide support, resources and shared leadership with our schools for the children in our care and the communities we service. In this role we contribute to the visibility and presence of the Church in the Diocese. In the Northern Territory we become part of an extraordinary, unique and modern history. We have an important and shared responsibility for all staff to be inducted into our history, our ethos and our traditions. ‘Sharers of the Vision’ is a key component of induction for all staff in Catholic Education in the Northern Territory. It provides clear expectations of the role and responsibilities of all staff in the Catholic Education Office, Darwin. Our role requires an explicit understanding of what is written. There is a mutual responsibility of members of staff to purposefully use the document and to review it annually.

***“True Education aims at the formation of the human person. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ’s teaching; this is why the promotion of the human person is the goal of the Catholic School.”***

This is the heart of the matter – staff, students, family.

Michael Avery, Director of Catholic Education  
‘Sharers of the Vision’ © Catholic Education Office, Diocese of Darwin

### OUR VISION

Catholic Education in the Northern Territory is committed to developing authentic Catholic schools that:

- are founded on the person of Jesus Christ and are enlivened by the Gospel
- are communities that link faith, life and contemporary culture
- sustain their strength and vitality through partnership with parents and the community of believers and
- are committed to the development of the whole person.

### OUR MISSION

In committing our Vision and as partners in Catholic Education, we commit ourselves to our students by:

Celebrating being a Catholic in Australia

- recognising that Jesus Christ is central to our lives
- imparting Catholic beliefs, values, practices and traditions within a faith-filled community
- being inclusive of all, especially those who experience disadvantage
- rejoicing in our cultural diversity.

Ensuring quality teaching and learning by

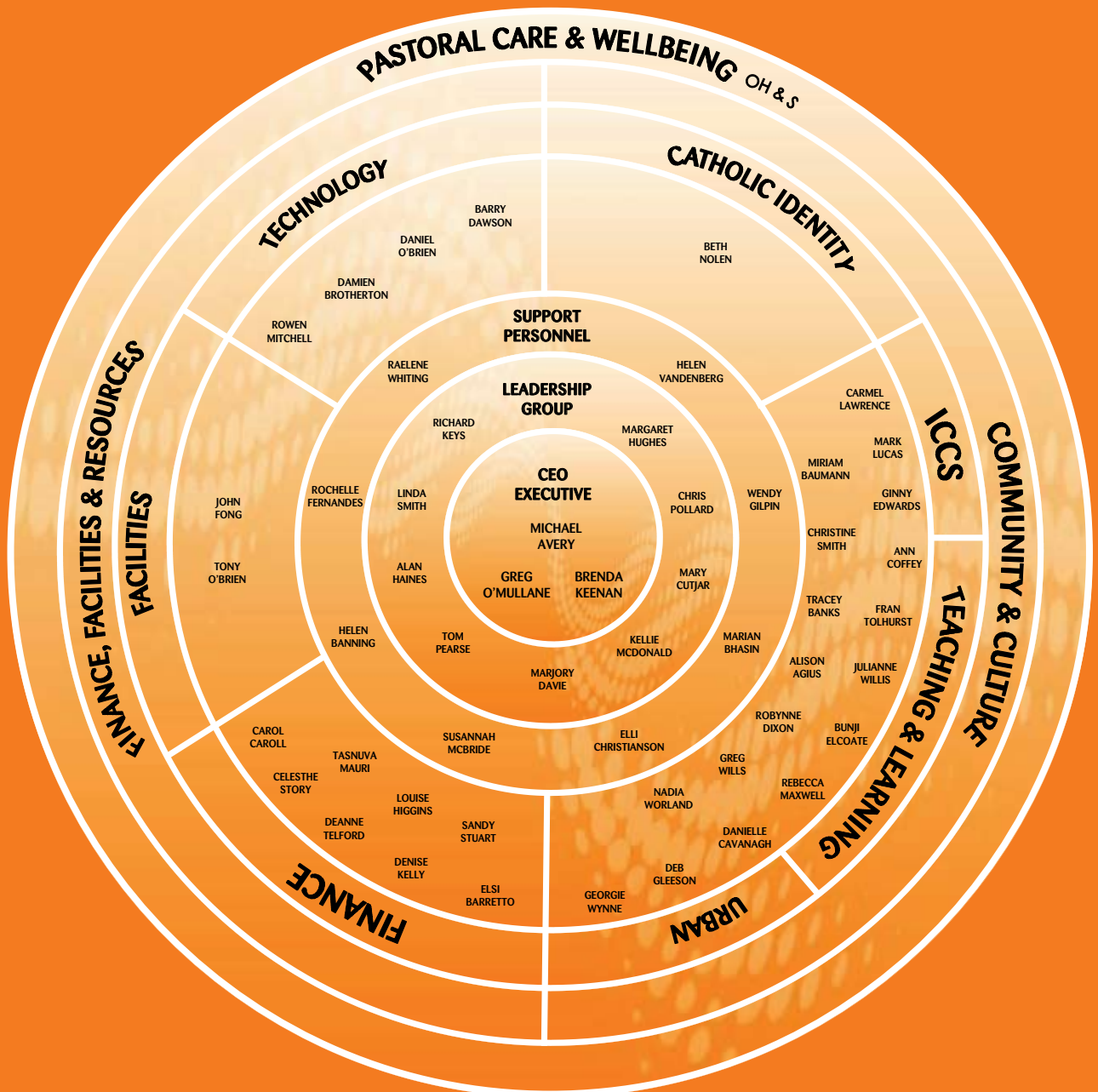
- providing a stimulating and challenging curriculum which links faith and culture
- promoting our schools as places of learning and excellence where children are given the opportunity to reach their full potential
- embracing the privilege and the challenge of teaching in Catholic schools
- making creative use of available resources.

Making a difference in our world by

- fostering the dignity, self-esteem and integrity of each person
- collaborating with others for the good of all
- inspiring hope and a positive vision for the future
- promoting reconciliation
- continuing to grow the rich tradition of Catholic education in the Territory.



# ORGANISATIONAL CHART 2010



# STRATEGIC PRIORITIES AND OUTCOMES

The Catholic Education Office works closely in partnership with fifteen schools, parishes, school boards, teachers and parents in the diocese providing a range of services designed to enhance the quality of education available to students. Service and support is offered in the following key areas of school improvement:



## **CATHOLIC IDENTITY**

- Religious Education team
- Pastoral support for schools
- Teacher accreditation
- Curriculum development
- Faith development
- Parish and school relations
- Study Incentives Program

## **LEADERSHIP**

- Community partnerships
- Conferences
- School improvement
- Policy development
- Compliance and accountability
- Networks
- Media, marketing and communications
- National Partnerships

## **TEACHING AND LEARNING**

- Curriculum development
- Professional learning and collaboration
- English as a Second Language
- Students with special education needs
- Engagement in learning
- Information and communication technologies
- Indigenous learners

## **FINANCE, FACILITIES AND RESOURCES**

- OH&S Support
- MAZE maintenance and support
- Block Grant Authority support
- Finance and accounting support
- Administration support for staff and students
- Human resources support
- Information technology support
- Building and infrastructure support

## **COMMUNITY AND CULTURE**

- School, family and community partnerships
- Cultural diversity
- Inclusion
- Celebration of culture
- Language and teaching
- Culture of schools
- Indigenous perspectives across the curriculum

## **PASTORAL CARE AND WELLBEING (OH&S)**

- Promotion of health and wellbeing
- Safe, friendly and supportive school environments
- Working together and building relationships







# CATHOLIC IDENTITY

## Signs and Symbols Project 2009 and 2010

A financial allocation of \$150,000 from reserves was made available for each school to review and renew its signs and symbols of Catholic Identity during 2009 and 2010. Schools were invited to apply for funding according to established criteria. A second round of applications was considered during 2010 and priority was given to schools that had received minimal or no funding during 2009. Several projects remained outstanding from 2009 and schools were encouraged to complete these projects before further applications would be considered. Some schools refined their 2009 applications for this round of funding.

The panel considered twelve applications and approved funding for \$89,000 during 2010, including some projects outstanding from 2009. Not all the approved projects were completed during 2010.

## RE Writing Projects

### *Urban Schools*

The writing project on Journey in Faith continued slowly throughout 2010. The editing process revealed that many units required considerable more attention to the writing. An external writer was employed part-time to initially focus on and complete the Band 4 and Band 5 units ready for editing. These were completed by the end of 2010. Dr Margaret Carswell continued to edit the units. Gerry McCormack continued the final proof-reading. This process would continue into 2011 with the focus shifting to other band levels.

### *Indigenous Catholic Community Schools*

During 2010 the Religious Education Coordinators (RECs) and Teacher Assistants from the Indigenous Catholic Community Schools continued to develop Religious Education units. The expertise of Sr Tess Ward OLSH as a teacher linguist was invaluable to the project. The writing team met for two days each term. Units were developed at three levels: Early Childhood, Primary and Secondary. Completed units are Advent, Jesus, Lent and Easter. There was also one unit on Mary MacKillop. The writing teams developed a liturgical calendar as well as prayer charts in English and in local languages for the classrooms. The writing project will continue.

## Made in the Image of God Human Sexuality Program (MITIOG) – Urban Schools

The programme was implemented across many primary schools throughout the year. A Scope and sequence plan was developed with the APREs for the three strands Being Moral, Being Connected and Being Sexual. Two consultants from South Australia worked with staff representing secondary schools for two days on 19th and 20th October and offered a follow-up day from 2009 with primary APRES. These days allowed schools to share their progress and deal with issues which had arisen with their implementation.

Staff from O'Loughlin and St John's worked closely together to support each other in introducing this program. Fr Dan Benedetti MGL also provided invaluable support at the whole staff days for secondary schools and at the professional development days.

## Post Graduate Studies

During 2010 the number of staff undertaking formal Professional Development increased. These were assisted with funding from 50% to 75% for their fees. The partnership with the Australian Catholic University continued. The Master in Educational Leadership was offered in Darwin. One unit was offered each semester with four days of face-to-face lectures being offered for each unit. One unit for the Graduate Certificate Religious Education was offered in Semester 1. The unit for Semester 2 was cancelled because there were insufficient numbers in the cohort.

The Broken Bay Institute offered a Graduate Certificate or Master of Theology/Religious Education in Alice Springs. One unit was offered each semester with three days of face-to-face lectures being offered per unit. Negotiations with the Broken Bay Institute continued in order to offer a Graduate Certificate or Master of Theology /Religious Education in Darwin from 2012.

## Study Incentive Program

Graduate Certificate Religious Education:

17 applications were approved for 75% reimbursement of fees

Master of Educational Leadership / Religious Education:

24 applications were approved for 75% reimbursement of fees

General Education:

14 applications were approved for 50% reimbursement of fees.

Some applicants also received assistance with travel and accommodation.

The total funds expended in 2010 were \$50 615.34.

## Accreditation of Teachers

Accreditation A (to teach in Catholic schools) – all applications for school based Professional Development were approved. Records of Accreditation A were received from all urban schools and two Indigenous Catholic Community Schools.

Accreditation reports for 2009 and 2010 were distributed to schools.

13 individual applications for Accreditation B (to teach Religious education) were approved.

## Catholic Story Workshop

There were 23 participants in the two day workshop conducted by Fr John Kelliher MSC and Margaret Hughes on 15th and 16th March. These days aimed to introduce attendees to the Catholic Tradition and provide an insight into the history of the Diocese of Darwin. Guest presenters were Sr Anne Gardiner OLSH and Sr Rose Glennen RSM, who shared their personal stories and their roles within the diocese.

A variation of the Catholic Story Workshop took place at Wadeye on 19th April. This workshop was attended by the whole staff.

## Professional Development

- Network meetings for urban APREs each term
- Religious Education Writing days with representatives from the Indigenous Catholic Community Schools for two days each term
- The Diocesan Leadership Conference took place on July 13 and 14 - "Celebrating the Sacred." The themes of Day 1 were "Sacred Time" presented by Bishop Eugene Hurley DD by video of necessity, "Sacred Ritual" by Fr Joe Taylor and "Sacred Time" by Miriam-Rose Baumann. The focus of day two was the new translation of the Missal and the parish resources presented by Archbishop Mark Coleridge and Rev Peter Williams.
- Peter Mitchell presented "Making Jesus Real" on June 8
- Beth Nolen presented "Discovering the Story of Mary MacKillop" on October 6
- Staff workshops on "Reporting and Assessment" presented by Margaret Hughes
- A MITIOG Workshop was offered to all staff on October 19. Presenters were Paul de Tullio and Liz Stewart, RE Consultants from SA
- Two National eConferences offered by the Broken Bay Institute and hosted at CEO for participants from parishes and schools: "Mary First Disciple" on 18th May and "Jesus the Christ" on September 16.



# TEACHING AND LEARNING

The following pages provide a snapshot of activity and professional learning that took place during 2010 within Catholic Education across the Northern Territory, and in addition to many rich, teaching and learning experiences that occurred in Catholic schools and colleges.

## National Partnerships

National Agreements between the Australian and State and Territory Governments around matters such as Education, Health and other related government services were introduced at the beginning of 2009. These Agreements now set the framework for financial relationships between the Australian and State and Territory Governments. Financial relationships between the Australian Government and non-government schools, including the Catholic Diocese of Darwin Catholic Education Office and its schools are now set within the framework of the National Education Agreement.

In addition the agreed priorities and reforms for education contained within the National Agreement are contained within a set of National Partnerships. The Partnerships that most impact on the Catholic Schools across the Territory are:

- Low Socio Economic Status Communities
- Literacy and Numeracy
- Teacher Quality
- Closing the Gap in Indigenous Outcomes
- Early Childhood Education
- Youth Attainment and Transitions.

Each Partnership comes with additional resources, some of which support cross-sector initiatives and others that are specific to Catholic Education Northern Territory.

In 2010, implementation of the reforms within these agreements progressed significantly. Three Catholic schools with primary student enrolments participated in MILaN, with a focus on literacy/numeracy improvement. Seven schools commenced development of three-year plans for reform, specific to their school context. Catholic Education Office initiated systemic initiatives for sustainable improvement, in particular in the areas of Indigenous teacher workforce, leadership development, English as a Second Language, vocational /flexible education and the early years.

## Accelerated Literacy Program: Indigenous Catholic Community schools

It is evident that, where the following indicators are in place, student outcomes in English language and literacy demonstrated sound progress:

- Strong literacy leadership which is fully supported by strong school management

- Good working relationships between Indigenous and non-Indigenous staff
- Adherence to using data to monitor and inform student literacy and learning outcomes
- Teachers committed to improving student outcomes in language and literacy and prepared to engage in reflective ESL teaching practices through undertaking ongoing professional development opportunities.

At Ltyentye Apurte Community Education Centre, Santa Teresa, all students in Years 2-7 were decoding and achieved a score on the PM Benchmark assessment pack. Fifty percent of students tested in Year 6 were decoding at the appropriate benchmark level.

At Our Lady of the Sacred Heart Thamarrurr School, Wadeye assessment of reading, both summative and formative, was regularly undertaken and data collected (PM benchmark levels, Working levels and ESL levels). Teachers were all planning, teaching and assessing using the recommended Accelerated Literacy and ESL strategies. At Xavier Community Education Centre, Nguu and St Francis Xavier School, Nauyu despite ongoing teacher turn-over, literacy outcomes were steady, but remained low. PM benchmark assessments were conducted and on-site professional development was conducted regarding the planning, teaching and assessment cycles.

With the support of Catholic Education Office Education Officer visits twice a term each year, teachers apply the recommended scaffolded teaching strategies in their classrooms. School management also supported and encouraged teachers to attend the Accelerated Literacy Intensive Professional Development sessions that were conducted in Alice Springs and Darwin.

## Australian Government Quality Teacher Program: AGQTP

Northern Territory Catholic Schools participated in action research and professional learning made possible through the Australian Government Quality Teacher Programme (AGQTP). Funds were provided for initiatives in the areas of:

- 'Authentic eLearning in the Middle Years' – teachers shared ICT pedagogical approaches and embedding this learning into their classroom practice;
- 'United through ICT' – primary and middle years teachers explored ICT tools and emerging technological pedagogies to create engaging learning environments;
- 'First Steps Literacy' – whole school approaches to literacy development and effective pedagogies, and catering for diversity
- Whole School approach to Mathematics – increasing teachers' effective use of Maths pedagogy.

## Early Years Education and Enhanced Literacy: Early Childhood Curriculum Opportunities

The Early Childhood Curriculum Opportunities program was a component of the Enhanced Literacy Project which aimed to improve student literacy and numeracy outcomes in Indigenous Catholic Community Schools (ICCS). Through the ECCO Project and in partnership with the Charles Darwin University a professional learning resource was developed around the Early Years Learning Framework. This resource for the ICCS supports the development of engaging literacy and numeracy learning programs. To support this work and to enable successful transitions for students from preschools to the more formal school setting a 'passport' was developed that will travel with the children. It is the intent of this 'passport' to inform schools about each child's school readiness, learning styles and strengths.

The Strong Foundations Project concluded at the end of 2010. The Project also created an opportunity for Early Years employees to develop a professional and supportive network.

In 2010, there was also a focus at sector, Territory and national levels on legislative requirements in early childhood education, and initiatives aimed at school readiness, attendance and engagement of Indigenous preschool children.

## 'Growing Our Own' Project

The 'Growing Our Own - Indigenous Teacher Preparation Project' is an on-going project featuring a two-way approach to teacher preparation in Indigenous Catholic Community Schools (ICCS). 'Growing Our Own' is a partnership between Charles Darwin University, the Department of Education Employment and Workplace Relations (DEEWR), ICCS and the Catholic Education Office. Through the program Indigenous staff in the ICCS are enrolled in the Bachelor of Teaching and Learning through the Charles Darwin University. The University provides onsite weekly lectures and academic support to the students. The expected outcome of the Project is highly trained, local, Indigenous teachers.

'Growing Our Own' continued in 2010, with 11 students graduating in May 2011 with a Bachelor of Teaching and Learning. These students joined the 4 who graduated in May 2010. 2nd cohort arrangements were put in place with an estimated 20 students commencing the program in 2011.

## Leading Aligned Numeracy Development (LAND)

The LAND Project was a cooperative undertaking between the Australian Catholic University (ACU) and Catholic Education Office of the Northern Territory (CEO NT), supported by the Australian Government as part of the National Action Plan for Literacy and Numeracy 2009-2010.

The LAND Project targeted the Northern Territory's five Indigenous Catholic Community Schools and focused on two important dimensions that influence student achievement in numeracy:

- the development and delivery of high quality numeracy teaching, and
- the exercise of educational leadership at classroom, school and system level.

An explicit focus of the project was about how to align what happens at classroom, school and system levels to achieve the best outcomes for students.

The four themes that guided the LAND Project were:

- Characteristics of effective teaching and learning in numeracy
- Development of teacher pedagogical content knowledge and school-wide pedagogy in numeracy
- School and system transformation – sustaining quality teaching and student achievement in numeracy through building alignment within and between the Tri-Level System; and
- Tri-Level System leadership, practices and development.

The final report for the LAND project was completed in 2010.







## Linking Worlds

Within the current national focus on improved Indigenous student outcomes, the role and significance of Indigenous leadership in education is integral. In response to the lack of information about Indigenous educational leadership in the Australian context, discussions between the Batchelor Institute of Indigenous Tertiary Education (BIITE), the Flagship for Creative and Authentic Leadership at Australian Catholic University (ACU National), along with the Collaborating Organisations (COs) – Catholic Education Office, Darwin (CEO NT), Northern Territory Department of Education and Training (NT DET) and Principals Australia led to the development of a proposed project to explore the nature of Indigenous educational leadership in remote settings. The four year project entitled, Linking Worlds: Strengthening the Leadership Capacity of Indigenous Educational Leaders in Remote Education Settings - was funded by the Australian Research Council and included provision for a Post Doctoral Fellow (APDI) and a Doctoral student (APAI).

This Research Project which concluded in 2009, investigated Indigenous educational leadership in remote settings and aimed to frame the unique ‘worlds’ within which Indigenous educational leaders operate, and to determine the skills, knowledge and attributes required to be an effective leader. This understanding is essential to strengthening the leadership capacity of educational leaders as they negotiate their roles in modern societies and cultures. It is anticipated that the outcomes of Linking Worlds will lead to an improved understanding of the relationships between systems, schools and remote Aboriginal communities in the Northern Territory.

## Positive Partnerships

Catholic Education continued networking with the NT team organizing the roll-out of the Teacher Professional Development and Parent and Carer Workshops in Darwin, Katherine and Alice Springs to increase the awareness, knowledge and understanding of students with Autistic Spectrum Disorders.

## Principals as Literacy Leaders (PALL)

The Principals as Literacy Leaders Project was a pilot project designed as a cross-jurisdictional, cross-sectoral pilot project in collaboration with State/Territory education authority partners from the Government, Catholic and Independent school sectors.

Sixty principals from across Australia were invited to participate in the PALL Project including five principals from NT Catholic Education. The objectives of the PALL Project were to develop the capabilities of principals:

- To examine school and system data for the purpose of evaluating performance and developing plans and strategies for improvement and sustainability of high levels of literacy achievement
- To lead and design the implementation of literacy improvement in their schools
- To build a professional learning community from improving literacy in the schools; and
- To contribute to literacy development from a system perspective.

A final project report was completed in 2010. The Australian Primary Principals Association (APPA) is coordinating a train-the-trainer program for PALL to commence late 2011, and funded by DEEWR.





## Gifted Education Initiatives

The Catholic Education Office provided advice and individual in-service professional learning for teachers regarding the identification of gifted students in their classrooms including, those who may be underachieving. Support was provided for individual classroom teachers and Special Education Co-ordinators to design and implement differentiated programs or targeted extension groups as appropriate to address the needs of gifted students in their classrooms.

## Special Needs Education

During 2010, the delivery and provision of professional learning for Special Education Coordinators in the following areas took place:

- Strategies for understanding boys, for promoting their development, and for engaging them in learning – through a seminar conducted by Ian Lillico
- Using the results of diagnostic assessments to inform teaching and learning
- Writing Educational Adjustment Programs and Individual Behaviour Plans
- Setting SMART goals with/for students
- Reflecting on practice in order to inform future directions
- The benefits of evidence based practice to inform effective teaching strategies.

Delivery and provision of professional learning for Inclusion Support Assistants occurred in the areas of:

- Autism Spectrum Disorders
- Students with Down Syndrome
- Effective interventions and strategies for students with disabilities and special learning needs
- Effective behaviour management strategies for small groups
- Using visual communication to support learning for individuals and small groups.

The Special Education Coordinators contributed to the drafting of a revised Students with Disabilities Policy.

## Disability and Discrimination Act Standards

Professional learning was provided to Principals and Special Education Co-ordinators, in order to support their knowledge and understanding of their responsibilities regarding the Disability and Discrimination Act and Standards for Education to ensure compliance and be informed of policies.

## Whole of School Approaches to Literacy and Numeracy Teaching and Learning in Indigenous Catholic Community Schools (ICCS)

### Literacy

Over the course of 2010 the Catholic Education Office continued to actively support the delivery of whole of school English language and literacy programs that include well-established and rigorous implementation processes. Xavier Community Education Centre, Ltyentye Apurte Community Education Centre, Our lady of the Sacred Heart Thamarurr Catholic School and St Francis Xavier School continued with their implementation of the Accelerated Literacy Program.

For the first term of 2010, Murrupurtiyanuwu Catholic School (MCS) continued to utilise the Walking Talking Texts program. During this time the school was supported by Catholic Education Office personnel in an exercise that aimed to identify a more explicit literacy teaching pedagogy that could be used by the school. The result of this exercise was the adoption of the Reading to Learn literacy program. Planning documents were devised which synthesised the best English as a Second Language (ESL) elements of the Walking Talking Texts program with this literacy approach. Over the course of terms two and three all staff at Murrupurtiyanuwu Catholic School were given comprehensive on-site professional development relating to the program.

The effectiveness of such whole of school approaches is dependent on the existence of strong instructional leadership from coordinators and members of the school leadership team, an understanding of the importance of using data to monitor and inform student literacy and learning outcomes and on having a cohort of teachers who are uniformly committed to improving student outcomes in language and literacy and who are prepared to engage in reflective ESL teaching practices.

Teachers new to the ICCS in 2010 were provided with two days of focused Literacy professional development at the Catholic Education Office, immediately following their Orientation Program in late January 2010. During the course of the year teachers from the ICCS and selected urban schools accessed externally facilitated professional development opportunities in the Accelerated Literacy approach, which were conducted in Darwin, Alice Springs and Katherine by Northern Territory Department of Education and Training (NT DET) personnel and qualified consultants. In Semester 2, staff from these schools were also given the opportunity to undertake a five-day intensive workshop titled Intercultural Teaching and Learning, which was conducted at Charles Darwin University by NT DET. Those who undertook the course could count it towards their required hours of professional learning or as a first unit in a four-unit Graduate Certificate in TESOL for Indigenous learners.

Both the Accelerated Literacy and the Reading to Learn approaches are underpinned by the same theoretical principles of scaffolding literacy for ESL learners. Education Officers from the Catholic Education Office also worked on-site with staff in schools to enhance the effective implementation of these programs through joint planning with teachers, lesson observations and feedback and conducting demonstration lessons. On-site professional development was conducted in relation to the planning, teaching and assessment aspects of program delivery. The overarching focus of these professional development events was on building up a body of shared knowledge, skills and understandings about the particular program adopted by the school.

## Numeracy

During 2010 the Numeracy Support Officer provided on-going support for the teaching of mathematics in the ICCS schools. All of the primary schools were using the Schedule of Early Number Achievement (SENA) as their assessment tool and teachers were using this data to inform their planning. Xavier Community Education Centre, Bathurst Island continued to plan according to the NT DET Remote Schools Curriculum and Assessment materials and to use the Mathematics online program for some maths lessons and to assess mathematics at the completion of units of work. Our Lady of the Sacred Heart Thammarrurr Catholic School, Wadeye Secondary campus had begun to use some elements of the Count Me in Too (CMIT) program in 2010 but further development of lesson structure and assessment will be needed in 2011.

The main focus for 2010 was monitoring the implementation of the program and of the SENA assessment process and assisting schools in developing a comprehensive Scope and Sequence for mathematics across the year. Some teachers are using very effective scaffolding techniques to engage students with more complex concepts, for example, multiplication and division.

Each school visit included a maths focus at the Learning Together time which was facilitated by the Numeracy Support Officer and which had an aspect of the CMIT program as its focus. This was the only method of delivery of professional development available for maths over the course of 2010. Further development of teachers' understanding of the Learning Framework in Number is needed to improve the effectiveness and sustainability of the CMIT program. Schools were asked to approve a school closure day in first term 2011 for a whole-school maths professional development on CMIT.

## Indigenous Education Workers (IEWs)

The network of IEWs continued to evolve with some significant professional development and enrichment activities. These included:

- Certificate III in Indigenous Education Work – Ten IEWs engaged in this certificate course with the support of NT Christian Schools as the Registered Training Organisation.

- Resource development “Getting it Right” – The IEWs participated in and gave direction for the creation of a school based resource to support their work and promote the uniqueness of their role in schools. This folder “Getting it Right” was launched during Reconciliation Week and has been distributed to all NT Catholic Schools.
- DVD resource development “My Voice, Our Story”. This Historical DVD was produced to capture the life stories of Indigenous people who live in Indigenous Catholic School Communities. This completed DVD was launched in September 2010 providing all schools in Australia with a support package for teachers that has been developed to accompany the DVD.

In 2010 a collaborative planning process occurred with IEWs working with their school and wider communities to celebrate and commemorate important events such as Harmony Day, National Sorry Day and Reconciliation Week, and NAIDOC.

## Northern Territory Certificate of Education and Training (NTCET)

2010 was the first year of Stage 1 (normally year 11) of the new Northern Territory Certificate of Education and Training (NTCET). The NTCET is based upon the South Australian Certification of Education (SACE) which is administered by the SACE Board of South Australia. The NTCET qualification is designed to recognise the knowledge and skills that have been acquired through formal education and training.

The focus of teaching, learning and professional learning for 2010 included refinement of the Personal Learning Plan (PLP), vocational and flexible learning options in the certificate, performance standards and assessment of Stage 1 subjects, and development of Stage 2 teaching and learning programs.

Students completing their senior secondary education will graduate with a Northern Territory Certificate of Education and Training (NTCET) from 2011.

## Vocational Education and Flexible Learning

An Education Officer was appointed at the Catholic Education Office in July 2010 to support Catholic schools with secondary school enrolments. The main priorities were to gain an overview of Vocational Education and Training (VET) and career/vocational programs offered to the students in each school, to establish a network of VET Coordinators, and to work with VET coordinators to access professional development for staff. Networks were also developed with NET DET staff, Chamber of Commerce, training organisations, employers and partnership brokers to assist VET Coordinators to expand vocational opportunities in schools. Flexible learning pre-apprenticeship resources were accessed to support students prepare for VET programs. Planning for 2011 was important with the opening of the Trade Training Centres in the two largest remote schools.

## Australian Curriculum

During 2010, staff of the Catholic Education Office engaged in national and territory consultations on the development and piloting of the Australian Curriculum. Consultations included the shape and content of the first four subjects from Foundation to Year 10, English, Mathematics, Science and History.

## Professional Learning

Professional learning offered during 2010 to teachers and officers in Catholic schools had a strong focus on literacy and numeracy. This professional learning varied in audience, delivery mode and length, and included:

- Accelerated Literacy
- Walking Talking Texts
- Reading to Learn
- Graduate Certificate in TESOL for Indigenous learners
- First Steps Writing
- ICT Workshop
- Special Education Coordinator Forum
- Special Education ISA Forum

## My Voice, Our Story: Historical DVD

A DVD - My Voice, Our Story produced by the Catholic Education Office was launched on 11 November 2010. The DVD is a challenging and inspiring documentary of personal testimonials and experiences and provides an insight into what life was like for Indigenous Australians at a complex, often misunderstood time in history. A set of Teacher support notes, written by teachers for teachers to promote student exploration, understanding and appreciation of this important period of history accompanies the DVD. The DVD provides the young and old an opportunity to experience and enter the worlds of Indigenous Australians, living during the mission era. Sixteen elders (two of whom have since passed away) of the communities of Wadeye, Santa Teresa, Nauiyu and Tiwi Islands generously shared their communities, culture and knowledge. A sample DVD was presented to all those who attended and copies were distributed to all schools to use as a resource. Copies have been provided to Catholic Education Offices for schools in their diocese.

## Walking Together: Booklet

"Walking Together" is a booklet produced by the Teaching and Learning team of the Catholic Education Office which provides guidelines for the induction and ongoing support of staff new to Catholic schools in the Northern Territory.





# LEADERSHIP

Catholic Education Northern Territory focussed on creating and providing opportunities for formation and renewal of leaders in their own capacity and also provided for the ongoing development and sustainability of effective and creative leaders.

This focus has resulted in a cohort of school leaders continuing their Masters in Educational Leadership and Masters in Religious Education; Indigenous Catholic Community School principals and school leaders participating in the Leading Aligned Numeracy Development (LAND) Project; five principals participating in the Principals as Literacy Leaders Project and leaders attending the ACEL Conference and Indigenous Education Leadership Institute.

Discourse and Discernment with our leaders in Indigenous Catholic Community Schools was again a major focus this year. Principals and Indigenous leaders worked together in the CEO and outlined future strategic priorities.

A two-day Diocesan Leadership Conference Celebrating the Sacred held at St John's College on 13 and 14 July 2010 was attended by all leadership of Catholic service providers and religious.

# FINANCE, FACILITIES AND RESOURCES

## Palmerston Catholic School

Based on discussions the Catholic Education Office (CEO) had with the NT Government and NT Department of Education the Catholic Education Council (NT) approved the move into final design phase for a new secondary college at Palmerston.

Preliminary discussions were held with Hassell Architects at the end of 2009. This was followed up with another round of discussions in February 2010 and a visit to Perth by Greg O'Mullane, Deputy Director School Services and John Fong, Manager – Infrastructure to meet with the Design Team and visit schools that had been recently constructed and/or undergone major refurbishments.

Following these visits and another round of discussions, a Design and Educational brief was finalised and submitted to Hassell. Weekly discussions occurred thereafter.

In November 2009, the CEO had resubmitted their applications for

- a land grant in Palmerston;
- Capital Funding and Interest Subsidy Grant; and
- Registration of the College.

These applications progressed through 2010 with the College gaining funding approval and registration by the end of 2010.

In July Hassell presented their concept for the school design. After some final adjustments the design was accepted and they moved in to full documentation.

After discussions with the Quantity Surveyors, it was agreed that a Project Manager should be employed to oversee the project. A decision was also made due to the very tight timeline that a Managing Contractor be appointed as this would give us the best opportunity to have the project completed by February 2012. This appointment was made in November 2010. The college construction will start in February 2011, weather permitting.

## School Expansion

An application was submitted to the NT Government for the construction of the next stage of St Francis of Assisi, Humpty Doo. This application for three additional classrooms was approved in September 2010. Construction of this stage (three classrooms) will begin in April 2011.







### Block Grant Authority (BGA)

This is a program approved by the Australian Government to assist schools with capital programs. These applications are first reviewed by the NT BGA Board of Management and then assessed by the BGA Priorities Committee. Eight schools were successful with their applications and are listed as per below:

| 2011 General Construction Schedule |                                                    |                |                                                                                                               |              |
|------------------------------------|----------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------|--------------|
|                                    | School                                             | Project Number | Project Description                                                                                           | BGA Grant \$ |
| 1                                  | Holy Spirit School                                 | 2011/02076/1   | Refurbishment of the staffroom                                                                                | 20,000       |
| 2                                  | O'Loughlin Catholic College                        | 2011/06880/1   | Refurbishment of the dance/drama teaching area                                                                | 65,340       |
| 3                                  | OLSH College Alice Springs                         | 2011/77291/1   | Renovation of existing art room to art, lab space & Home Econ room. + replacement of air-conditioning in hall | 83,340       |
| 4                                  | St Francis of Assisi                               | 2011/15426/1   | Replacement of carpet in five classrooms                                                                      | 6,000        |
| 5                                  | St Francis of Assisi                               | 2011/15426/2   | Installation of additional shade for the student play area                                                    | 39,460       |
| 6                                  | St Joseph's College                                | 2011/06882/1   | Refurbishment of science laboratory                                                                           | 143,428      |
| 7                                  | St Mary's School                                   | 2011/02069/1   | Upgrade & Repair of the public address system                                                                 | 23,340       |
| 8                                  | St Paul's School                                   | 2011/02071/1   | Refurbishment of old library into a new staffroom                                                             | 166,670      |
| 9                                  | Xavier Community Education Centre, Bathurst Island | 2011/13314/1   | Refurbishment of the administration area, teacher housing and general ground works                            | 81,106       |

An application from Murrupurtiyanuwu Catholic School was supported but needed to be re scoped and will be included in the 2012 round.

## Building the Education Revolution (BER)

This program was announced by the Australian Government in 2009. There are three elements to the program:

- National School Pride program (All schools)
- Primary schools for the 21st Century (Primary Schools & Indigenous Schools)
- Science and Language Centre for 21st Century - Competitive Program (Secondary Schools only)

Funding was determined by school size.

Funding during 2010 was spent on construction of the approved projects. The majority of (NSP) projects were completed by the end of 2010. Construction had begun on most of the P21 and SLC projects by the end of 2010. All construction is scheduled to be completed by the end of 2011.

Below is a list of all approved projects under the BER program.

| National School Pride Program |                                                         |                                          |                  |
|-------------------------------|---------------------------------------------------------|------------------------------------------|------------------|
|                               | School                                                  | Project Description                      | BGA Grant (\$)   |
| 1                             | Holy Family Primary School                              | Safety Audit Refurbishment               | 125,000          |
| 2                             | Holy Spirit Primary School                              | Plumbing/Painting                        | 125,000          |
| 3                             | Murrupurtiyanuwu Catholic School                        | General Refurbishment                    | 125,000          |
| 4                             | O'Loughlin Catholic College                             | OH&S/Security                            | 200,000          |
| 5                             | Our Lady of the Sacred Heart College                    | 3 Campus Upgrade                         | 200,000          |
| 6                             | Our Lady of the Sacred Heart Thamarrurr Catholic School | Outdoor Learning Centre                  | 200,000          |
| 7                             | Sacred Heart School                                     | General Refurbishment                    | 150,000          |
| 8                             | St Francis of Assisi School                             | Staffroom/Verandah/ Walkway              | 125,000          |
| 9                             | St John's College                                       | Roof Repairs                             | 200,000          |
| 10                            | St Joseph's College                                     | Office Renovation                        | 10,000           |
| 11                            | St Joseph's College                                     | Shade Structure                          | 60,000           |
| 12                            | St Joseph's College                                     | St Joseph's Computer replacement/cabling | 80,000           |
| 13                            | St Mary's Primary School                                | Toilets & Stage Renovations              | 77,206           |
| 14                            | St Mary's Primary School                                | Computer Lab Upgrade                     | 25,000           |
| 15                            | St Mary's Primary School                                | General Refurbishment                    | 22,794           |
| 16                            | St Paul's Primary School                                | General Refurbishment                    | 125,000          |
| 17                            | Xavier Community Education Centre                       | Walkways                                 | 37,000           |
| 18                            | Xavier Community Education Centre                       | Room Renovation                          | 38,000           |
| 19                            | Ltyentye Apurte Community Education Centre              | Grounds Upgrade                          | 75,000           |
| 20                            | St Francis Xavier School                                | Outdoor Cultural Learning Area           | 75,000           |
|                               |                                                         | <b>TOTAL</b>                             | <b>2,075,000</b> |

| <b>Primary Schools for the 21st Century (P21)</b>               |                                                        |                       |
|-----------------------------------------------------------------|--------------------------------------------------------|-----------------------|
| <b>School</b>                                                   | <b>Project Description</b>                             | <b>BGA Grant (\$)</b> |
| Our Lady of the Sacred Heart College, Alice Springs             | Multipurpose Hall                                      | 3,000,000             |
| Our Lady of the Sacred Heart Thamarrurr Catholic School, Wadeye | Library Resource Centre                                | 2,500,000             |
| Our Lady of the Sacred Heart Thamarrurr Catholic School, Wadeye | Multipurpose Area                                      | 500,000               |
| Holy Family Primary School, Karama                              | Library& attached COLA (Covered Outdoor learning area) | 2,000,000             |
| St Francis of Assisi School, Humpty Doo                         | Library/Multipurpose Hall                              | 554,840               |
| St Francis of Assisi School, Humpty Doo                         | Classrooms & Toilets                                   | 1,445,160             |
| St Joseph's College, Katherine                                  | Library /Resource Centre                               | 2,000,000             |
| St Mary's Primary School, Darwin                                | Library                                                | 1,260,434             |
| St Mary's Primary School, Darwin                                | Multipurpose Hall                                      | 739,566               |
| St Paul's Primary School, Nightcliff                            | 21st Century Library                                   | 1,709,986             |
| St Paul's Primary School, Nightcliff                            | Roof for outdoor learning area                         | 290,014               |
| Holy Spirit Primary School, Casuarina                           | Library                                                | 2,000,000             |
| Ltyentye Apurte Community Education Centre, Santa Teresa        | Library Extension                                      | 850,000               |
| Murrupurtiyanuwu Catholic School, Nguju                         | Library Upgrade                                        | 110,000               |
| Murrupurtiyanuwu Catholic School, Nguju                         | Multipurpose Hall                                      | 1,890,000             |
| Sacred Heart School, Palmerston                                 | Library Extension                                      | 700,000               |
| Sacred Heart School, Palmerston                                 | Upgrade of Classrooms                                  | 1,800,000             |
| St Francis Xavier School, Daly River                            | Library/Kid's Kitchen                                  | 850,000               |
| Xavier Community Education Centre, Nguju                        | Library                                                | 850,000               |
|                                                                 | <b>TOTAL</b>                                           | <b>25,050,000</b>     |

| <b>Science and Language Centres for 21st Century (SLC)</b>      |                            |                       |
|-----------------------------------------------------------------|----------------------------|-----------------------|
| <b>School</b>                                                   | <b>Project Description</b> | <b>BGA Grant (\$)</b> |
| O'Loughlin Catholic College, Karama                             | Science Labs Refurbishment | 404,000               |
| Our Lady of the Sacred Heart Thamarrurr Catholic School, Wadeye | Science Centre             | 1,745,530             |
| St John's College, Darwin                                       | Language Centre            | 1,900,000             |
|                                                                 | <b>TOTAL</b>               | <b>4,049,530</b>      |

## Trade Training Centres (TTC)

This is an Australian Government program that allows secondary schools the opportunity to apply to construct and/or refurbish Vocation Education Training (VET) facilities.

Our Lady of the Sacred Heart Thamarrurr Catholic School at Wadeye had their application approved in 2009 and construction began in 2010 with a new automotive facility being completed. Refurbishment of the woodwork and metalwork facility began in 2010 and will be completed early in 2011. Refurbishment of the kitchen facility will begin 2011.

Xavier Community Education Centre, Bathurst Island submitted an application for a Trade Training Centre in 2010 which was approved in November 2010. This includes an extension to the kitchen facility and a refurbishment of the woodwork and metalwork facility. This work will occur in 2011.

## The National Secondary School Computer Fund (NSSCF) and the Digital Education Revolution (DER)

Funding for this program began in 2009. The focus of the program this year was to finalise the installation of the 2:1 computers and to upgrade each schools IT infrastructure to enable them to install their computers under the 1:1 program. The schools are advised and supported by the IT Department of the Catholic Education Office. Below is a Table of the 2:1 computers and on-cost allocation.

| <b>Digital Education Revolution</b>                             |            |                                                           |
|-----------------------------------------------------------------|------------|-----------------------------------------------------------|
|                                                                 |            | No. of computers<br>funding approved<br>@ \$1000 per unit |
| <b>School</b>                                                   | <b>2:1</b> | <b>\$</b>                                                 |
| O'Loughlin Catholic College                                     | 115        | 115,000                                                   |
| St John's College                                               | 89         | 89,000                                                    |
| Our Lady of the Sacred Heart College, Alice Springs             | 157        | 157,000                                                   |
| Our Lady of the Sacred Heart Thamarrurr Catholic School, Wadeye | 60         | 60,000                                                    |
| Xavier Community Education Centre, Bathurst Island              | 13         | 13,000                                                    |
| St Joseph's College, Katherine                                  | 15         | 15,000                                                    |
| Ltyentye Apurte Community Education Centre, Santa Teresa        | 7          | 7,000                                                     |

| <b>Digital Education Revolution</b>                             |                                |
|-----------------------------------------------------------------|--------------------------------|
|                                                                 | On cost<br>funding<br>approved |
| <b>School</b>                                                   | <b>\$</b>                      |
| O'Loughlin Catholic College                                     | 132,000                        |
| St John's College                                               | 88,500                         |
| Our Lady of the Sacred Heart College, Alice Springs             | 210,000                        |
| Our Lady of the Sacred Heart Thamarrurr Catholic School, Wadeye | 90,000                         |
| Xavier Community Education Centre, Bathurst Island              | 19,500                         |
| St Joseph's College, Katherine                                  | 22,500                         |
| Ltyentye Apurte Community Education Centre, Santa Teresa        | 10,500                         |



## Finance

The Catholic Education Office continued discussions with the Department of Education, Employment & Workplace Relations (DEEWR) regarding funding issues that were impacting on some remote schools and St John's College.

In 2007 the Howard Government introduced remote loading as part of the General Recurrent Grant (GRG) Funding in recognition that the SES funding formula did not meet the funding needs in the Northern Territory. This loading benefited all schools.

However, in 2009 the classification of three schools changed from 'Very Remote' to 'Remote'. The following schools that were receiving 20% loading now receive 10% loading:

1. Our Lady of the Sacred Heart Thamarrurr Catholic School, Wadeye
2. Murrupurtiyanuwu Catholic School, Bathurst Island
3. Xavier Community Education Centre, Bathurst Island.

The Catholic Education Office had approached senior management in DEEWR and the Australian and Northern Territory Governments. After extensive investigation as to why this occurred the final answer from the Australian Government was that it was an unintended anomaly to their formulae adjustment which could not be changed.

The second issue was over the Indigenous Funding Guarantee (IFG) for St John's College, Darwin. As a result of the funding changes in 2008, the College was guaranteed that it would not lose funding. However due to an interpretation of the legislation all the boarding schools had their funding reduced.

The Catholic Education Office on behalf of St John's College, Darwin approached DEEWR, the Australian Government and the Northern Territory Government. Initially all responses were understanding of the issue, but unable to help. With the approaching of the Federal election and ongoing discussions the Labor government guaranteed that if they were returned funding would be found for the school. At the end of 2010 this additional funding was still to be paid.

## Occupational Health & Safety

Catholic education is committed to continually improving health, safety and wellbeing standards across all of our school communities.

This report documents the actions Catholic education have taken during 2010 to meet the commitment of safe and healthy workplaces.

## OH&S Activities

Catholic education safety management system policies and procedures were reviewed and updated in accordance with a review schedule by the OH&S Consultative Committee forum.

As a means of an independent audit, external OH&S auditors were engaged to conduct audits against the Catholic education safety management system in all schools and colleges. At the conclusion of the audits worksites were provided with an audit report. The results of the audit found that the implementation of the safety management system was progressing well in most urban schools and colleges; however the remote schools still required some more work.

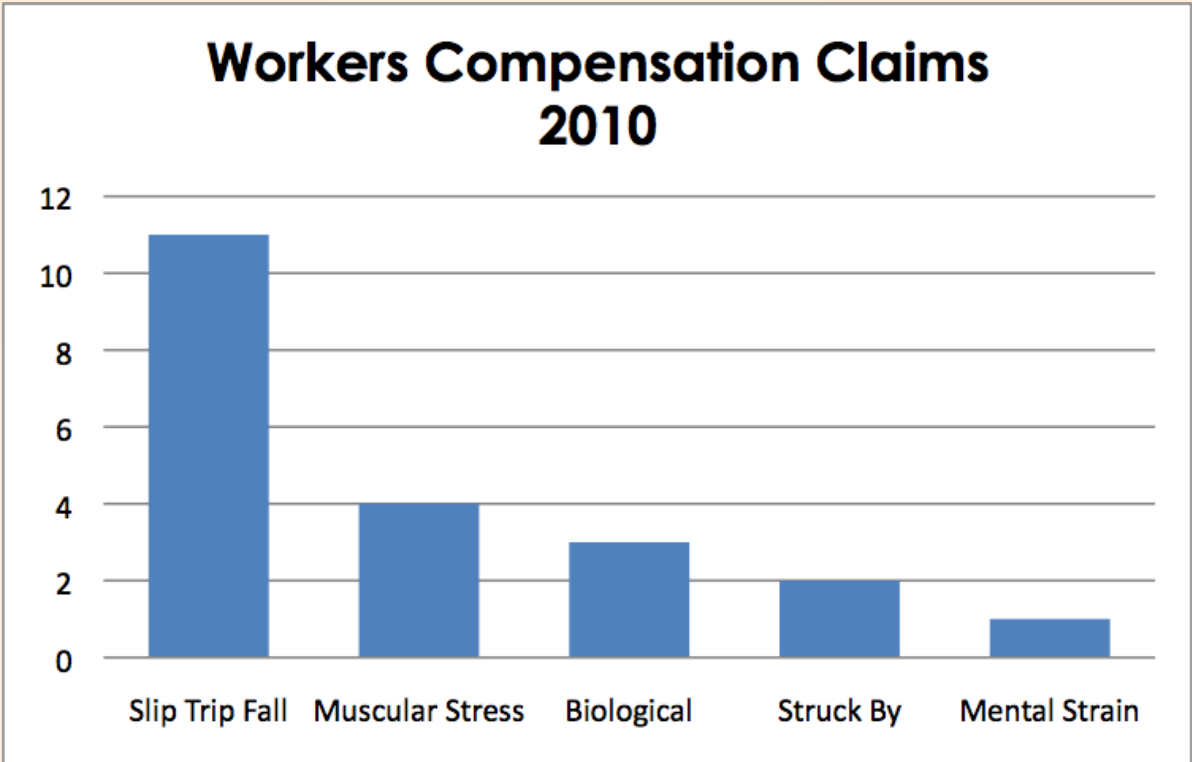
As a result of these audits, action plans were developed for each school and college and the results monitored. Risk management emerged as an issue for focus by Catholic education.

Catholic education purchased a subscription to ChemWatch, a third party database which provides material safety data sheets for chemicals. This program has been invaluable for schools and worksites in their chemical management

A significant achievement during 2010 has been the appointment of OH&S Coordinators in the majority of schools and colleges.

An external OH&S training consultant was engaged during 2010 to provide training for staff in OH&S Awareness / Committees and Risk Management. All of these sessions were well attended and feedback from the sessions was extremely positive.

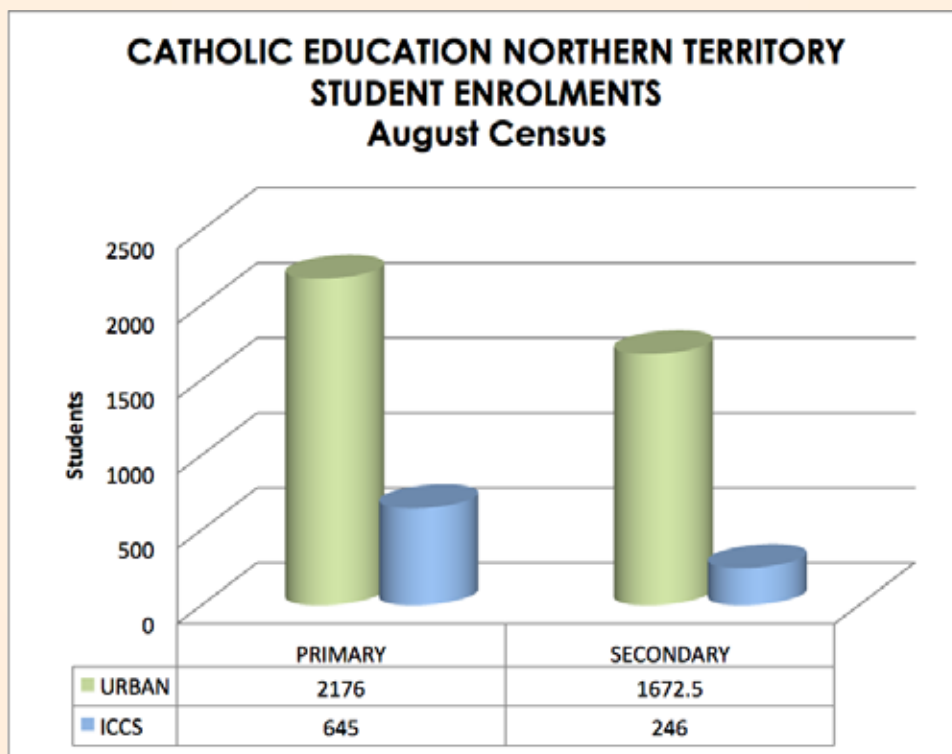




During 2010 twenty one claims for workers compensation were lodged by employees. This was a slight decrease from the 2009 figure of 23 workers compensation claims lodged. The graph clearly shows that the major cause of injury was slips, trips and falls.



| SCHOOL ENROLMENTS                                                           |             |               |               |
|-----------------------------------------------------------------------------|-------------|---------------|---------------|
|                                                                             | Primary     | Secondary     | Total         |
| St Mary's School, Darwin                                                    | 235         |               | 235           |
| St Paul's School, Nightcliff                                                | 277         |               | 277           |
| Holy Spirit School, Casuarina                                               | 227         |               | 227           |
| Holy Family School, Karama                                                  | 203         |               | 203           |
| Sacred Heart School, Palmerston                                             | 320         |               | 320           |
| St Francis of Assisi, Humpty Doo                                            | 225         |               | 225           |
| St John's College, Darwin                                                   |             | 565           | 565           |
| O'Loughlin Catholic College, Karama                                         |             | 514           | 514           |
| St Joseph's College, Katherine                                              | 191         | 96            | 287           |
| Our Lady of the Sacred Heart College, Alice Springs                         | 498         | 497.5         | 995.5         |
| Xavier Community Education Centre, Nguju, Bathurst Island                   |             | 76            | 76            |
| Murrupurtiyanuwu Catholic School, Nguju, Bathurst Island                    | 210         |               | 210           |
| St Francis Xavier School, Nauiyu, Daly River                                | 44          | 5             | 49            |
| Ltyentye Apurte Community Education Centre, Santa Teresa                    | 87          | 45            | 132           |
| Our Lady of the Sacred Heart Thamarrurr Catholic School, Wadeye, Port Keats | 304         | 120           | 424           |
| <b>Total</b>                                                                | <b>2821</b> | <b>1918.5</b> | <b>4739.5</b> |



### All Students

|                                                                                         | Primary     | Secondary     | Total         |
|-----------------------------------------------------------------------------------------|-------------|---------------|---------------|
| St Mary's School,<br>Darwin                                                             | 235         |               | 235           |
| St Paul's School,<br>Nightcliff                                                         | 277         |               | 277           |
| Holy Spirit School,<br>Casuarina                                                        | 227         |               | 227           |
| Holy Family School,<br>Karama                                                           | 203         |               | 203           |
| Sacred Heart School,<br>Palmerston                                                      | 320         |               | 320           |
| St Francis of Assisi<br>School, Humpty Doo                                              | 225         |               | 225           |
| St John's College,<br>Darwin                                                            |             | 565           | 565           |
| O'Loughlin Catholic<br>College, Karama                                                  |             | 514           | 514           |
| St Joseph's College,<br>Katherine                                                       | 191         | 96            | 287           |
| Our Lady of the<br>Sacred Heart<br>College, Alice Springs                               | 498         | 497.5         | 995.5         |
| Xavier Community<br>Education Centre,<br>Nguju, Bathurst Island                         |             | 76            | 76            |
| Murrupurtiyanuwu<br>Catholic School,<br>Nguju, Bathurst Island                          | 210         |               | 210           |
| St Francis Xavier<br>School, Nauiyu, Daly<br>River                                      | 44          | 5             | 49            |
| Ltyentye Apurte<br>Community<br>Education Centre,<br>Santa Teresa                       | 87          | 45            | 132           |
| Our Lady of the<br>Sacred Heart<br>Thamarrurr Catholic<br>School, Wadeye, Port<br>Keats | 304         | 120           | 424           |
| <b>Total</b>                                                                            | <b>2821</b> | <b>1918.5</b> | <b>4739.5</b> |



### Staffing 2002 – 2010

|                  | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|------------------|------|------|------|------|------|------|------|------|------|
| <b>Primary</b>   | 194  | 176  | 174  | 177  | 176  | 174  | 178  | 186  | 183  |
| <b>Secondary</b> | 124  | 134  | 147  | 137  | 133  | 144  | 165  | 170  | 179  |
| <b>Total</b>     | 318  | 310  | 321  | 314  | 309  | 318  | 343  | 356  | 362  |
|                  |      |      |      |      |      |      |      |      |      |
| <b>Religious</b> | 6    | 13   | 8    | 5    | 6    | 6    | 6    | 1    | 1    |
| <b>Lay</b>       | 312  | 297  | 313  | 309  | 303  | 312  | 337  | 355  | 361  |

### Principals 2002 - 2010

| Principal Type          | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|-------------------------|------|------|------|------|------|------|------|------|------|
| <b>Religious Male</b>   | 0    | 2    | 2    | 2    | 2    | 2    | 2    | 1    | 1    |
| <b>Religious Female</b> | 1    | 1    | 1    | 1    | 1    | 1    | 1    | -    | -    |
|                         |      |      |      |      |      |      |      |      |      |
| <b>Lay Male</b>         | 6    | 5    | 6    | 6    | 7    | 5    | 5    | 4    | 4    |
| <b>Lay Female</b>       | 7    | 8    | 8    | 8    | 7    | 8    | 8    | 10   | 10   |
| <b>Total</b>            | 14   | 16   | 17   | 17   | 17   | 16   | 16   | 15   | 15   |

### Enrolment Trends 2002-2010

| Primary |      |       |       | Secondary |       |       |
|---------|------|-------|-------|-----------|-------|-------|
| Year    | Boys | Girls | Total | Boys      | Girls | Total |
| 2002    | 1655 | 1647  | 3302  | 745       | 771   | 1516  |
| 2003    | 1672 | 1586  | 3258  | 686       | 771   | 1457  |
| 2004    | 1618 | 1505  | 3123  | 712       | 781   | 1493  |
| 2005    | 1507 | 1395  | 2902  | 738       | 842   | 1580  |
| 2006    | 1485 | 1463  | 2948  | 759       | 777   | 1536  |
| 2007    | 1530 | 1517  | 3047  | 734       | 823   | 1557  |
| 2008    | 1369 | 1354  | 2723  | 1047      | 1037  | 2084  |
| 2009    | 1382 | 1439  | 2821  | 981       | 938   | 1919  |
| 2010    | 1371 | 1418  | 2789  | 1003      | 952   | 1955  |

### Enrolment Type 2009 - 2010

|                  | 2009 |       |       | 2010 |       |       |
|------------------|------|-------|-------|------|-------|-------|
|                  | Boys | Girls | Total | Boys | Girls | Total |
| <b>Urban</b>     |      |       |       |      |       |       |
| <b>Primary</b>   | 1063 | 1113  | 2176  | 1092 | 1049  | 2141  |
| <b>Secondary</b> | 867  | 806   | 1673  | 858  | 804   | 1662  |
| <b>Total</b>     | 1930 | 1919  | 3849  | 1950 | 1853  | 3803  |
|                  |      |       |       |      |       |       |
| <b>Remote</b>    |      |       |       |      |       |       |
| <b>Primary</b>   | 319  | 326   | 645   | 326  | 322   | 648   |
| <b>Secondary</b> | 114  | 132   | 246   | 145  | 148   | 293   |
| <b>Total</b>     | 433  | 458   | 891   | 471  | 470   | 941   |

### Indigenous enrolment 2002 - 2010

|             | Urban   |           | Remote  |           | Total   |           |
|-------------|---------|-----------|---------|-----------|---------|-----------|
| Year        | Primary | Secondary | Primary | Secondary | Primary | Secondary |
| <b>2002</b> | 287     | 268       | 628     | 157       | 915     | 425       |
| <b>2003</b> | 280     | 257       | 591     | 153       | 871     | 410       |
| <b>2004</b> | 269     | 251       | 614     | 176       | 883     | 427       |
| <b>2005</b> | 305     | 275       | 566     | 151       | 871     | 426       |
| <b>2006</b> | 299     | 296       | 628     | 179       | 927     | 475       |
| <b>2007</b> | 309     | 324       | 704     | 237       | 1013    | 561       |
| <b>2008</b> | 278     | 369       | 672     | 357       | 950     | 726       |
| <b>2009</b> | 340     | 347       | 636     | 242       | 687     | 878       |
| <b>2010</b> | 315     | 361       | 643     | 289       | 958     | 650       |

### St John's College Boarding Students 2002-2010

| Year        | Students |
|-------------|----------|
| <b>2002</b> | 187      |
| <b>2003</b> | 171      |
| <b>2004</b> | 181      |
| <b>2005</b> | 203      |
| <b>2006</b> | 207      |
| <b>2007</b> | 213      |
| <b>2008</b> | 231      |
| <b>2009</b> | 178      |
| <b>2010</b> | 175      |

| COMMONWEALTH GENERAL RECURRENT GRANTS<br>Statement of income and expenditure<br>For the year ended 31 December 2010 |            |            |
|---------------------------------------------------------------------------------------------------------------------|------------|------------|
| <b>Income</b>                                                                                                       |            |            |
| Commonwealth Government Grants                                                                                      |            | 36,716,414 |
| <b>Expenditure</b>                                                                                                  |            |            |
| Grants to schools                                                                                                   | 34,403,960 |            |
| System level support                                                                                                | 1,843,437  |            |
| System administration                                                                                               | 734,328    |            |

| COMMONWEALTH TARGETED AND NATIONAL PRIORITY PROGRAMS<br>OTHER PROGRAMS<br>Statement of income and expenditure<br>For the year ended 31 December 2010 |           |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|
| <b>Income</b>                                                                                                                                        |           |            |
| Commonwealth Government Grants                                                                                                                       |           | 13,950,572 |
| <b>Expenditure</b>                                                                                                                                   |           |            |
| Grants to schools                                                                                                                                    | 9,258,534 |            |
| System level support                                                                                                                                 | 2,213,601 |            |
| System administration                                                                                                                                |           |            |

| NORTHERN TERRITORY GOVERNMENT PER CAPITA GRANTS<br>Statement of income and expenditure<br>For the year ended 31 December 2010 |           |            |
|-------------------------------------------------------------------------------------------------------------------------------|-----------|------------|
| <b>Income</b>                                                                                                                 |           |            |
| Northern Territory Government Grants                                                                                          |           | 11,394,515 |
| <b>Expenditure</b>                                                                                                            |           |            |
| Grants to schools                                                                                                             | 9,459,276 |            |
| System level support                                                                                                          | 1,104,965 |            |
| System administration                                                                                                         | 699,424   |            |

| NORTHERN TERRITORY GOVERNMENT OTHER PROGRAMS<br>Statement of income and expenditure<br>For the year ended 31 December 2010 |           |           |
|----------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Income</b>                                                                                                              |           |           |
| Northern Territory Government Grants                                                                                       |           | 1,106,453 |
| <b>Expenditure</b>                                                                                                         |           |           |
| Grants to schools                                                                                                          | 1,212,988 |           |
| System level support                                                                                                       |           |           |





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