

2011 Annual Report



"Faith in their future"



CONTENTS

LETTER OF TRANSFER	1
CATHOLIC EDUCATION COUNCIL OF THE NORTHERN TERRITORY	2
Membership	3
Standing Committees	4
CATHOLIC EDUCATION OFFICE	6
Our Vision	7
Our Mission	8
Services	9
Organisation Chart	11
STRATEGIC PRIORITIES AND OUTCOMES	12
Catholic Identity	13
Teaching and Learning	17
Leadership	30
Community and Culture	31
Pastoral Care & Wellbeing	32
Finance, Facilities and Resources	34
SCHOOL STATISTICS	44



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 2011.

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 & Learning
- Leadership
- Pastoral Care and Wellbeing
- Community and Culture
- Finance, Facilities and Resources

Reports provided by the teams working in these key areas in the Catholic Education Office link their activities and outcomes with the *School Improvement and Renewal Framework*.

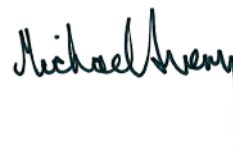
During the year, review of the current Strategic Plan '*Towards 2012*' commenced with layered discussions and workshops with staff of the Catholic Education Office, school communities, the Catholic Education Council and other stakeholders with the intention of renewing its plan – *Towards 2017* to operate under *The Strategic Pastoral Plan 2011-2015 for the Diocese*. The final document will be released in 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
1 August 2012

CATHOLIC EDUCATION COUNCIL (NT)



The Catholic Education Council of the Northern Territory (CEC NT), 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 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.

During 2011 Council met on 11 March, 10 June, 16 September and 25 November.

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

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

Key discussions at meetings in 2011 furthered the progress of

- Developing the Strategic Plan *Towards 2017*
- School Improvement & Renewal Framework follow up with schools
- National Partnerships, National Education Agreement and other Funding conditions
- Project Management
- Special Education Policy
- Early Learning Centres
- School name changes
- MacKillop Catholic College
- St Joseph's Catholic Flexible Learning Centre
- Government funding.

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.

COUNCIL MEMBERS FOR 2011:

Bishop, Diocese of Darwin: Most Rev Eugene Hurley, DD,

Chancellor, Diocese of Darwin: Sr Elizabeth Little, fdnsc

Chairperson of Council: Mr Sean Parnell

Director of Catholic Education,
Diocese of Darwin: Mr Michael Avery

Deputy Chair of Council: Mr David Reilly

Representation from:

Schools: Miss Leah Kerinaiaua
Mrs Anne Weygood
Br Paul Gilchrist, FMS

Priests: Fr Leo Wearden, MSC

Parents: Mrs Geraldine Mulvahill

Teachers: Miss Margaret Flynn

Special Needs Representative: Mrs Maria Pia Gagliardo

Community Members : Mr Peter Caldwell

Religious Orders: Sr Rose Glennen, RSM,

Ex-Officio, from the Catholic Education Office:

Mr Greg O'Mullane, Deputy Director School Services,
Mrs Sharon Duong, Deputy Director Teaching & Learning,
Miss Margaret Hughes, Leader of Catholic Identity



Standing Committees

CATHOLIC IDENTITY 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 Catholic College,
Alice Springs

Mrs Anne Weygood
St Joseph's Catholic College,
Katherine

Meeting dates:

23 February, 11 May, 25 Aug,
9 November

TEACHING & LEARNING STANDING COMMITTEE

Members

Mrs Sharon Duong
Catholic Education Office
(Leader)

Mrs Maria-Pia Gagliardo
Parent Representative

Mrs Mary Cutjar
Catholic Education Office

Miss Kelly Smith
St Paul's Catholic Primary
School

Mr Cameron Hughes
Cross-campus Co-ordinator
Xavier Catholic College
Murrupurtiyanuwu Catholic
Primary School

Mrs Lauretta Graham
Founding Principal,
MacKillop Catholic College

Meeting dates:

1 March, 14 June, 16 September,
8 November

FINANCE, FACILITIES AND RESOURCES STANDING COMMITTEE

Members

Mr Greg O'Mullane
Catholic Education Office
(Leader)

Mr Michael Avery
Catholic Education Office

Mr John Fong
Catholic Education Office

Mr Tom Pearse
Catholic Education Office

Miss Kathy Neely
Sacred Heart Catholic School,
Palmerston

Mr Peter Caldwell
Member, CEC NT

Mr John Flynn
Chair, Darwin Diocesan
Development Fund

Meeting dates:

4 March, 17 May, 25 August,
7 November



Standing Committees



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 Catholic Primary
School
- Mr Shayne Kidd
St Francis of Assisi Catholic
Primary School
- Mr Geoffrey Browne
St John's Catholic College
- Mrs Bernadette Morriss
Holy Spirit Catholic Primary
School

Meeting dates:
9 April, 11 August, 9 November

COMMUNITY AND CULTURE STANDING COMMITTEE

Members

- Mr Chris Pollard,
Catholic Education Office
(Leader)
- Mr Mark Lucas
Catholic Education Office
- Ms Mandy Jones
Holy Family Catholic Primary
School
- Mr Mark Pickham
St Joseph's Catholic College,
Katherine

Meeting dates:
24 August, 9 November

PASTORAL CARE & WELLBEING STANDING COMMITTEE

Members

- Mrs Mary Cutjar
Catholic Education Office
(Leader)
- Mr Robbie Lloyd
Catholic Education Office
- Mrs Janis Patterson
Our Lady of the Sacred Heart
Catholic College, Alice Springs
- Mr Kevin Bell
St John's Catholic College
- Mrs Marg Guit
Holy Family Catholic Primary
School
- Mrs Paula Sellars
St Paul's Catholic Primary School
- Mrs Bev Hayes
St Joseph's Catholic College,
Katherine
- Mr Chris Tomlinson
Murrupurtiyanuwu Catholic
Primary School, Wurrumiyanga

Meeting dates:
22 August, 9 November

CATHOLIC EDUCATION OFFICE

The Catholic Education Office (CEO), Diocese of Darwin, Northern Territory 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

Services

The Catholic Education Office worked 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 was 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



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
- National Partnerships



Services...

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



Organisation Chart



STRATEGIC PRIORITIES AND OUTCOMES

"Faith in their future"



Catholic Identity

RE WRITING PROJECTS

Urban Schools

The writing and editing of the *Journey in Faith* urban units was completed during the year. During Term 4 the editing team made the decision to reduce the 12 Key Ideas for Transition to six themes as there was too much content for a one year program. By bringing some of the Key Ideas together, it was found that the Learning Outcomes of the twelve units would still be covered but in a more realistic and manageable program.

All units would be proof read and formatted early in 2012 ready for a formal launching of *Journey in Faith* in Term 2.

In November, Dr Margaret Carswell (editor) and Laura Avery (writer) worked with APREs and also conducted both a primary and a secondary Professional Development session in Darwin to introduce teachers to the completed units.



Indigenous Catholic Community Schools

The development of Indigenous units continued during 2011. The writing team met for two days each term. Work continued on the development of the existing units.

John Burland (musician) also worked with the writing team for two days. John was generous in working with the writing team towards translating some of his music into the four languages of the different communities.

MADE IN THE IMAGE OF GOD

Paul de Tullio a Religious Education Consultant from SA conducted two days of Professional Development in Alice Springs. Day 1 was a general introduction to the program for the whole staff and the focus of Day 2 was the *Being Sexual* Strand which was attended by key teachers.

Schools continued to implement the program. In November the decision was made to write the *Being Human*, *Being Moral* and *Being Connected* Strands into *Journey in Faith*. The *Being Sexual* Strand would be written as a five week teaching block. Laura Avery will complete this writing at the beginning of 2012. The launch of *Journey in Faith* in 2012 would also include the launch of *Made in the Image of God*.

BISHOP COLLINS CENTRE

The newly refurbished conference areas and chapel were blessed and opened in March by both Bishop Eugene Hurley DD and Bishop Ted Collins DD.

It was an occasion to celebrate and a general blessing of the whole office took place as crucifixes were blessed and distributed across all areas.



Catholic Identity...

POST GRADUATE STUDIES

During 2011 the partnership with the Australian Catholic University continued and the Master in Education Leadership was again offered in Darwin. One unit was offered each semester with four days of face-to-face lectures offered for each unit.

The Broken Bay Institute continued to offer a Graduate Certificate or Master of Theology / Religious Education in Alice Springs. Lectures also commenced in Darwin. The numbers in the cohort remained stable in Alice Springs but a high percentage of the initial cohort in Darwin did not complete the unit.

This was a time when the Broken Bay Institute was newly amalgamated with the University of Newcastle and there were initial administration problems.

The Broken Bay Institute has put extra personnel in place to assist external students with administration. The program will continue in Darwin in 2012 but not in Alice Springs as the original cohort has completed the Grad Cert and there are currently insufficient numbers to continue. Some of the students will complete their masters with online units.

STUDY INCENTIVE PROGRAM

Graduate Certificate Religious Education:

29 applications were approved for 75% reimbursement of fees.

Master of Educational Leadership/Religious Education:

21 applications were approved for 75% reimbursement of fees.

General Education:

9 applications were approved for 50% reimbursement of fees.

Some applicants also received assistance with travel and accommodation. The total funds expended in 2011 were \$62,227.17.



PROFESSIONAL DEVELOPMENT IN 2011

Catholic Identity Day for All Staff

The topic was *The Beauty and the Grandeur of Daily Life*. This was broken into three themes: The Beauty and Grandeur of Creation based on Genesis and linking with Indigenous Spirituality; The Sacramentality of the Human Person - the ambivalence of the human person; The Role of Christ and of the Church in Sacramental Theology. The presenter was Rev Elio Capra SDB who will continue to work with all staff over the next three years. A Primary and a Secondary Day were held in Darwin and Fr Elio visited all the other schools.

Diocesan Leadership Conference

This annual conference took place on 19th & 20th July 2011. The theme for 2011 was *Dare to Dream* and the presenter was Fr Elio Capra SDB. The theme was very timely in view of the launch of the Diocesan Strategic Plan at the beginning of Lent. This was an opportunity for diocesan leaders to bring the plan to life! The conference was held at St Paul's Catholic School in their new Integrated Learning Centre. Fr Elio focused on the five Christian criteria of what makes us Catholic: Kerygma: Jesus Christ, Evangelia: The Gospels, Koinonia: The Community, Leitourgia: Prayer and Worship and Diakonia: Service and Mission. Other presenters were Michael and Sherry Beech who shared their experiences of World Youth Days.

Catholic Identity...

NATIONAL eCONFERENCES

Two National eConferences presented by the Broken Bay Institute were again hosted by the Catholic Education Office. The topic in May was *The Holy Spirit - Giver of Life* which was presented by Denis Edwards, Sr Janette Gray RSM, Jan Heath and Chris Ryan MGL. The topic in September was *Following Jesus – Matthew* with the Keynote Educators being Fr Chris Monaghan CP, Rev Dorothy Lee and Fr Nicholas King SJ. These days provided an opportunity to join with others around the country by video and to also engage in lively discussion after each of the presentations. There was representation from various parishes and schools on these days.

John Burland presented a Twilight Session for primary teachers. The theme was *God Loves Me! Calling Children to Faith Through Song*.

Andrew Chinn presented a Twilight Session for primary teachers. The theme was *Speak My Word Today: A journey through the Bible in song - musical and other strategies for scripture*.

Catholic Story Workshops were offered twice during the year by Fr John Kelliher msc and Margaret Hughes. Guest presenters were Sr Rose Glennen RSM and Sr Rita Zuccher FdCC. Seventeen staff who were new to Catholic Education attended.

PROFESSIONAL DEVELOPMENT LEADERSHIP OPPORTUNITIES

Several opportunities were offered for leaders/staff to undertake professional renewal opportunities during 2011 or 2012. These included study at Boston College, participation in a Pilgrimage to the Holy Lands and Italy in 2012/13 and School Leadership proposals.

The purpose was: to affirm teachers in their professional practice and their personal commitment to Catholic Education in the Northern Territory; to intentionally focus on the personal faith formation of leaders and to connect them with the Catholic tradition and history and to respond to the Strategic Plan

The rationale was the development, ongoing formation, professional and personal renewal for leaders in the diocese as essential to its growth and well being; the development and sustainability of quality leadership within schools through the provision of a range of opportunities for individual personal, spiritual and professional growth; and to encourage leaders in Catholic Education to take responsibility for participation in opportunities for their personal and professional renewal.

During 2011, one principal attended Boston College. There was some initial interest expressed in the 2012/2013 pilgrimage. No school elected to take on a group leadership project.

ACCREDITATION OF TEACHERS

Accreditation A (to teach in Catholic Schools): All applications submitted for school based professional development were approved. Records of Accreditation were received from all urban schools and four Indigenous Catholic Community Schools.

Accreditation B (to teach Religious Education): Nine applications were approved.



"Faith in their future"



Teaching & Learning

CATHOLIC EDUCATION COUNCIL STANDING COMMITTEE TEACHING AND LEARNING

The Catholic Education Council Teaching and Learning (T&L) Standing Committee met twice face-to-face in 2011 in addition to discussing matters out of session.

The T&L Standing Committee provided advice on matters related to teaching and learning to inform the work of the Teaching and Learning Team, and to the Catholic Education Council through reports.

Matters addressed by the Committee in 2011 included:

- CE NT action plan developed to support the implementation of the Australian Curriculum
- Early years education, including implementation of the National Quality Framework, to occur in 2012
- reporting learning of EAD learners in the subject English in the Australian Curriculum.
- progress on the Flexible Learning Proposal – senior secondary education
- the RM Learning – Learner Management system as it relates to teaching and learning.

The Standing Committee recommended three priority goals for inclusion in *Towards 2017*, the new Strategic Plan for Catholic Education NT.

WHOLE OF SCHOOL APPROACHES TO LITERACY AND NUMERACY TEACHING AND LEARNING IN INDIGENOUS CATHOLIC COMMUNITY SCHOOLS (ICCS)

Literacy

Four of our five ICCS follow the *Accelerated Literacy* program and one school follows the *Reading to Learn* program. Both of these programs are underpinned by the same theoretical principles of scaffolded literacy for ESL learners.

Scaffolded literacy approaches are based on two major ideas:

1. Students working at their cognitive level, even if their literacy levels are far below that; and
2. Students being supported (scaffolded) to experience success at this level to build confidence and literacy skills.

The approaches use a number of routines, so the students can develop speaking, listening, reading and writing skills in a systematic way. Students are first given a literate orientation to the text and build a common field of knowledge about the text as a whole. The focus then shifts to particular passages from the text for closer study. The aims are to build understandings of specific words/phrases, model close attention to the author's wording and build explicit reading techniques. Students then look at the wording of the study passages from a writer's perspective and focus on specific literary devices, the structure of sentences/paragraphs and building word recognition, both in and out of context.

Teaching & Learning...

In the spelling phase of the literacy cycle, the focus is on developing 'chunking' strategies, where students look for groups of letters in a word that form common visual patterns in English spelling, and on students knowing all the key words from the set passage. In the writing phase, the teacher first supports the students to orally reconstruct the study passage by reminding them of the sequence of meanings. Teachers and students then work together to reconstruct the text. Then the teacher and students write a new text together, based on the structure and patterns of the study passage. Finally, students attempt to create their own text, based on the structure and patterns of the study passage.

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 2011 accessed externally facilitated professional development opportunities in the *Accelerated Literacy* approach conducted as three-day workshops in Darwin in February and August. Teachers from Murrupurtiyanuwu Catholic Primary school were provided a total of five days of on-site professional development in the *Reading to Learn* approach in February and May.

Over the course of 2011, CEO Education Officers 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 also conducted in relation to different aspects of program delivery. The overarching focus of these PD events was on building up a body of shared knowledge, skills and understandings about the particular program adopted by the school. Specifically, the following on-site professional development activities were provided:

Xavier Catholic College

March	Running records for reading evaluation (Assistant Teachers)
May	Moderation processes for students' writing
August	Assessment procedures for reading and writing
November	Planning to incorporate the speaking and listening strands of the NTCF ESL Levels

St Francis Xavier Catholic School

June	Reading assessment procedures.
September	Moderation processes for students' writing

Our Lady of the Sacred Heart Thamarrurr Catholic College

April	Guided Reading techniques
May	Oral language development

Ltyentye Apurte Catholic School

March	Running records for reading evaluation
April	Guided Reading and independent reading techniques
July	Moderation processes for students' writing
October	Phonics in Scaffolded Literacy approaches

Murrupurtiyanuwu Catholic Primary School

February	Introducing the <i>Reading to Learn</i> Program
March	Assessment processes the <i>Reading to Learn</i> Program
May	Delivering the <i>Reading to Learn</i> sequence of activities.
June	Moderation processes for students' writing
July	Running records for reading evaluation
August	Oral language development

Teaching & Learning...

"Faith in their future"



Teaching & Learning...

NUMERACY

Count Me in Too is an innovative approach to developing students' numeracy skills. It is designed to assist teachers to broaden their knowledge of how children learn mathematics by focusing on the strategies students use to solve arithmetic tasks. The related professional development activities aim to increase teachers' understanding of how children develop increasingly sophisticated ways of solving arithmetical problems. The research-based learning framework used in the approach provides direction for teaching and learning.

The *Count Me in Too* approach also provides a performance-based model of assessment. The assessment process focuses on identifying

the upper limits of each student's knowledge and strategies, rather than on whether the response is correct or incorrect. A related learning framework provides teachers with an explicit framework of students' problem-solving strategies, showing increasing levels of sophistication.

By observing students' strategies and relating these to the learning framework, teachers are able to develop a richer interpretation of students' thinking. Teachers are also able to see clear directions for programming students' learning and planning appropriate teaching activities to assist students' number development.

During 2011 the Numeracy Support Officer provided on-going support for the teaching of mathematics in the ICCS schools. The year began with one school closure day at Santa Teresa, Murrupurtiyanuwu Catholic Primary School (MCPS) and Our Lady of the Sacred Heart Thamarrurr Catholic College (OLSHTCC) Wadeye for *Count Me In Too* professional development. The schools had only had sections of the program presented to them and it is important to see the program in its entirety for it to be effective. St Francis Xavier Catholic school at Daly River was evacuated at this time because of severe flooding so it was not possible to deliver the PD there and the school is not using the *Count me in Too* program.

The Numeracy Support Officer spent time in classrooms supporting teachers but also had individual meetings with teachers to plan maths lessons and discuss student progress. This was very beneficial for the classroom teachers as the specific needs of their class were addressed.

An assessment tool for Xavier Catholic College was adapted from the South Australian Maths Intervention Interview and was trialled in fourth term. This assessment tool will provide ongoing information on student progress.

The curriculum coordinators from the ICCS attended an information session on the Remote Schools Curriculum and Assessment Materials (NT DET) and each school is deciding whether to use this as the main curriculum for their schools, or only access those aspects not already covered. *Count Me In Too* will remain the main mathematics program for number.

By the end of 2011 all of the ICCS had developed a Scope and Sequence for maths, organised and audited resources, an assessment schedule and a common approach to the teaching of Mathematics.



Teaching & Learning...

SCHOOL IMPROVEMENT AND RENEWAL

Catholic schools, in collaboration with the CEO, continued to monitor their effectiveness across key areas of schooling. This monitoring highlights school achievements and identifies areas where improvements can be made. School improvement plans, school annual reports and other benefits flow from these activities. The School Improvement and Renewal Framework provides processes and tools to guide this work.

Reviews were informed by a range of data including parent, student and staff surveys, workshops and other forums, student achievement data, anecdotal evidence, interviews, project reviews and other school data. Reviews identified many areas where school performance is considered quite satisfactory. Areas for improvement were also identified and these will be addressed in School Improvement Plans for 2012.

In 2011 urban and regional schools selected the following Key Areas for review:

Holy Family Catholic Primary School	Catholic Identity and Community and Culture
Holy Spirit Catholic Primary School	Community and Culture and Leadership
O'Loughlin Catholic College	Community and Culture and Pastoral Care and Wellbeing
Our Lady of the Sacred Heart Catholic College, Alice Springs	Community and cCulture and Finance, Facilities and Resources
Sacred Heart Catholic Primary School	Finance, Facilities and Resources and Pastoral Care and Wellbeing
St Francis of Assisi Catholic Primary	Community and culture and Pastoral care
St John's Catholic College	Pastoral Care and Wellbeing and Finance, Facilities and Resources
St Joseph's Catholic College	Finance, Facilities and Resources and Pastoral Care and Wellbeing
St Mary's Catholic Primary School	Community and Culture and Leadership
St Paul's Catholic Primary School	Leadership and Teaching and Learning

The focus for school improvement in Indigenous Catholic Community Schools (ICCS) revolved around National Partnership initiatives and areas for improvement that had been identified from school self assessments in 2010. Focus areas in all schools included: building stronger school-community partnerships; literacy and numeracy achievement; health and wellbeing; and the use of information and communications technologies to enhance teaching and learning.

Specific focuses for particular schools included: building a shared language about learning; strengthening professional learning communities and the establishment of a T-12 Education Precinct. School plans, especially their improvement intentions, were recorded in School Strategic Plans and in many cases, in explicit action and a project plan.



"Faith in their future"



Teaching & Learning...

T&L TEAM SERVICES – CURRICULUM

The Teaching and Learning Team supported schools in planning for and implementing curriculum through professional learning in a range of areas in 2011. The focus of Education Officers was on support to all Catholic Primary schools in relation to Primary Curriculum initiatives. Several Education Officers were trained in First Steps Number a primary Mathematics resource and in Primary Connections a Primary Science Literacy resource.

At the end of 2011 CEO NT invested in the RM Learning Platform. Several members of the Teaching and Learning Team participated in initial training sessions to familiarise themselves with the product and plan for implementation. Ongoing Integrated White Board training occurred in all schools across the sector to support ICTs for learning.

Three Catholic Schools participated in the pilot of the Australian Curriculum in the Northern Territory. St Mary's Catholic Primary School and St Paul's Catholic Primary School piloted Mathematics and O'Loughlin Catholic College piloted English and Mathematics.

Schools also participated in school-based PD to ensure teachers had an understanding of how to locate, manipulate and use the Australian Curriculum.

Curriculum Coordinators Meetings (four over the course of the year) covered content such as NAPLAN, Australian Curriculum, Assessment, Census at School, Science Curriculum, Data Analysis.

Other professional learning offered included participation by all Darwin Catholic Primary Schools in the AGQTP mathematics project, and all teachers were trained in using First Steps Mathematics – Number. Additional First Steps Writing sessions were conducted in Alice Springs with all staff at Bath Street and Traeger campuses participating in the training sessions.



EARLY YEARS EDUCATION AND ENHANCED LITERACY:

The focus of work for the Education Officer – Early Childhood was in supporting Catholic preschools and early learning centres to provide quality early years care and education, and to prepare for the legislative requirements under the Education and Care Services (National Uniform Legislation) Bill 2011, a significant milestone in implementing the National Quality Framework.

Early Learning Centres developed Business Plans for their centres in collaboration with the Education Officer and the CEO Finance Department, with the objective to improve relationships between all stakeholders of each ELCs and to assist with strategic direction and budget developments.

The Early Years Steering Committee was established in 2011. As well, the Education Officer supported applications for scholarships to undertake training towards qualifications in 2012, attended a number of cross-sectoral committees in early childhood education on behalf of Catholic Education NT, provided and facilitated on-site and sector level professional learning, and supported reporting requirements including 2011 performance reporting for Supplementary Recurrent Assistance for Pre-School students.

Teaching & Learning...

GROWING OUR OWN PROGRAM

Growing Our Own teacher development program is a partnership between the Catholic Education Office, Indigenous communities and Charles Darwin University. The Project was supported by a Project Officer based at the Catholic Education Office, and through National Partnerships funding.

Growing Our Own is a professional learning and pathways development initiative delivered within the Catholic education sector to grow the Indigenous workforce in schools. This provides for not only a more stable school workforce, contrasting with the historically low retention rates of teachers coming from outside communities, but a cultural context for the delivery of education, including the requirements for bilingual education in some schools.

The Growing Our Own Program provides onsite academic teacher preparation to indigenous assistant teachers in our Indigenous Catholic Community Schools, and academically supervised professional learning for mentors in cross-cultural awareness. This 'two-way' approach to teacher

preparation builds on the skills and expertise of indigenous persons currently employed as teacher assistants and Indigenous Education Workers (IEWs). Simultaneously, it will professionally support qualified classroom teachers in their growth in understanding of Indigenous cultures - ways of doing, being and knowing.

2011 was the fourth year of this program of structured on-site tertiary training of teachers from remote Indigenous communities. 2011 saw the graduation of the first cohort of eleven teachers in May 2011, with a Bachelor of Teaching and Learning and these students will join the four who graduated in May 2010.



2011 saw the establishment of the second cohort of students with 20 students commencing the program in 2011. The second cohort of students who commenced in the 2011 school year are based in the following Indigenous Catholic Community Schools:

- Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga
- Xavier Catholic College, Wurrumiyanga
- Ltyentye Apurte Catholic School, Santa Teresa, and
- Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye

Case Study: Wadeye

At Our Lady of the Sacred Heart Catholic College, Wadeye, three paraprofessionals at the school upgraded their diploma level qualifications to degree qualifications, enabling them to become fully qualified teachers at the school. Included in their new roles as Indigenous teachers are mentoring responsibilities to support the second cohort of paraprofessionals undertaking study as well as teachers participating in the Emerging Leaders unit of the Indigenous Leadership Program. As members of the school's Indigenous Leadership group, they also plan and deliver the culture and community program which involves both integrated curriculum programming and significant community member participation.

Teaching & Learning...

"Faith in their future"



Teaching & Learning...

VOCATIONAL EDUCATION AND FLEXIBLE LEARNING

The Education Officer – Vocational Learning and Pathways supported Catholic schools in the areas of vocational learning (including Vocational Education and Training (VET)), flexible learning options, careers education and pathways to further learning or work. The Education Officer supported a network of VET Coordinators in a range of areas, including courses, accurate recording of VET achievement data, and professional development for staff. The Education Officer worked closely with NT DET staff, other CEO Teaching and Learning Team members supporting schools in senior secondary education, 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.



NATIONAL PARTNERSHIPS

National Partnerships are an Australian Government process of providing additional funding to service providers to deliver specific reform agendas. Within Catholic Education Northern Territory the primary focus of the Partnerships has been on improving:

- teacher quality;
- literacy, numeracy and overall performance of students, particularly of Indigenous students;
- the capacity of our school leaders and the Indigenous leaders who work with them; and
- building resilience and strength of schools through strong planning and evaluation processes.

National Partnership income for the year 2011 exceeded \$3.6 million.

During 2011 a range of projects operated both within our schools and also within the office providing services directly to our schools. Reward funding, provided because our schools contributed to the overall Territory capacity to achieve set improvement targets and milestones throughout 2009 and 2010, has been made available for projects across the system's schools.

The Australian Government extended the scope of Partnerships in 2011 and we have engaged in the development of new partnership funding arrangements

providing additional funding for students with disabilities, Indigenous students, teacher professional development and school leadership empowerment.

A National Partnership Project: case study: Motor and Perceptual Foundations a measure of Indigenous child development to inform literacy and numeracy acquisition programs

The aim of this National Partnership project is to assess preschool and transition children in Indigenous Catholic Community Schools (ICCS) with early childhood programs – Preschool and Transition to measure a range of child development and prerequisite skills of literacy. Information from these assessments will be used to provide support to classroom teachers to develop individualized student programs from data gathered in the assessments and to develop a framework with teachers of these classes to implement appropriately targeted child development and pre-literacy programs.

Preparation for the project was completed in second semester of 2011. During this phase, schools and classroom teachers were invited to participate in the project, and school visits provided professional development on the research behind the project and negotiation of the roles of schools and project team. Assessment resources were assembled and related data gathering resources created.

Teaching & Learning...

GIFTED EDUCATION INITIATIVES

The Catholic Education Office provided advice and individual 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 Coordinators to design and implement appropriate strategies or targeted extension groups as appropriate to address the needs of gifted students in their classrooms.

SPECIAL NEEDS EDUCATION

The Special Education Team comprised Education Officers and professional specialists and provided multi-disciplinary services in special education to Catholic schools in the Northern Territory. The Team provided support and advice to principals, teachers and support staff to assist them to develop learning and teaching programs for students requiring education adjustment plans (EAPs), and appropriate pedagogical skills and learning programs to deliver individualized programs to students with identified special needs.

The Students with Disabilities Policy was endorsed by the Catholic Education Council and disseminated to schools.

During 2011 professional learning for Special Education Coordinators and teachers included:

- *Providing for Students with Special Education Needs*, a day seminar provided by Ian Lillico
- Trauma and Attachment Disorders
- ASD through on-line learning
- Differentiation of curriculum
- Setting SMART goals with/for students
- Goal setting for Coordinators
- Recognizing and planning for school training needs
- Reflection on practice to inform future directions
- Sensory Profiles of students and adults
- Strategies to assist students with hearing and vision impairment
- Strategies to use with individual students who have learning and behaviour needs
- Project Overview of the National Partnership initiative, *Motor and Perceptual Foundations*
- Pathways for secondary students.

Professional learning for Inclusion Support Assistants (ISAs) occurred in the areas of:

- ASD through on-line learning
- Review of ISA roles and responsibilities
- Facilitating speech and Communication

- Effective behaviour management strategies for small groups
- Resources to support enhancement of literacy, numeracy, and personal social and independence skills.

Education Officers based at the Catholic Education Office were trained in the following:

- Positive Partnerships facilitation
- Behaviour On-line training to become tutors to deliver program in the non-government sector.

During 2011, Catholic Education Northern Territory was involved in the following:

- Pilot project for National Categories for Disabilities
- Review of Disability and Discrimination Standards for Education 2005
- Further support for principals in ensuring compliance and understanding of Disability and Discrimination Act and Standards for Education.

Teaching & Learning...

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:

- Improving Assessment and Pedagogy in the Primary Mathematics Classroom – teachers participated in the First Steps Number Professional Development Conference which focused on improving teacher judgments regarding student understanding in the area of number development.
- Professional learning for teachers of students with disabilities and learning difficulties – participants developed their planning and programming skills for learners with disabilities.
- ICT in schools – action research into the potential use of ICT for delivery of senior school subjects.

NORTHERN TERRITORY CERTIFICATE OF EDUCATION AND TRAINING (NCTET)

2011 was the first year of the new Stage 2 (normally year 12) Northern Territory Certificate of Education and Training (NCTET).

The NCTET is based upon the South Australian Certification of Education (SACE) administered by the SACE Board of South Australia. The NCTET 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 2011 included the Personal Learning Plan (PLP), vocational and flexible learning options in the Certificate, performance standards and assessment of Stage 2 subjects, and development of Stage 2 teaching and learning programs.

Catholic senior schools and students could be justly proud of their results in this first year of the new NCTET. The NT's Top Year 12 student was Jarrad Dickson from the Our Lady of the Sacred Heart College, Alice Springs. Jarrad achieved merits in Physics and Specialist Mathematics. The NT's top 20 students in 2011 also included Bonnie Batton of St John's Catholic College. Congratulations also to Sarah Young of O'Loughlin Catholic College who achieved a merit in Creative Arts.

AUSTRALIAN CURRICULUM

During 2011, staff of the Catholic Education Office continued to be engaged in national and Territory consultations on the new Australian

Curriculum. Select schools also participated in a pilot of the first four subjects of the curriculum. Professional development sessions throughout the year prepared teachers for the compulsory implementation of English and Mathematics in 2012.



"Faith in their future"



LEADERSHIP COURSES AND PROFESSIONAL DEVELOPMENT

In 2011, the Catholic Education Office and the Australian College of Educational Leadership (ACEL) jointly developed leadership development programs for 2011 – 2012 with two inter-related strands:

Lighting the Way for Others - for Principals and school leadership teams

Learning and Leading Together - for Assistant Teachers in ICC schools.

The course was designed to include workshops of a minimum of four days in 2011 and again in 2012, professional reading and an action research project. Participants used the program to develop personal leadership capacities, as well as focusing their action research project on an element of their school community's priorities as identified in the School Improvement and Renewal Framework and / or National Partnership projects.

Both programs were based on ACEL's Leadership Framework, with Principals and leadership team participants engaging with the ACEL Leadership Capability Framework® and ACEL Leadership Capability Learning Maps® with the expectation that they will introduce these leadership strategies to their school and in particular the Assistant Teachers selected for their leadership program.

Funding through the National Partnerships supported these courses. Catholic Education Office staff worked closely with ACEL presenters, Indigenous leadership staff in ICCS, and school communities to ensure relevance of the course content to school and participants' contexts.

In 2011, a group of Curriculum Coordinators and Education Officers attended a workshop delivered by Michael Fullan - *'The Moral Imperative Realised'*, in the context of the impending Australian Curriculum and change leadership. Participants developed a short plan of action that they could take back into their home setting.

Community & Culture

CATHOLIC EDUCATION COUNCIL STANDING COMMITTEE COMMUNITY AND CULTURE

The Standing Committee at its first meeting in Term 3 created a set of draft goals to align its Terms of Reference with the Strategic Plan *Towards 2012*. The Terms of Reference drafted were:

- To establish common goals for partnership between staff students and families;
- Build positive and collaborative partnerships between the school and their local community and the global community;
- Recognise that positive learning experiences occur when the cultural and language backgrounds of all students are respected and valued;
- Create inclusive learning communities where the diverse backgrounds, talents and the skills of staff, students, families and other community members are valued and utilised.

At its second meeting in Term 4, the Standing Committee ratified terms of reference and embedded them into three strategic goals in line with the *Towards 2017 Strategic Plan*. A set of specific actions for the Catholic Education Office and schools was then drafted for each of the goals.



Pastoral Care & Wellbeing

STRATEGIC PLAN GOALS FOR PASTORAL CARE AND WELLBEING (PCWB) STANDING COMMITTEE

The first activity of this Standing Committee was to workshop various ideas for three priority goals to be included in the new Strategic Plan for Catholic Education NT. Three draft recommendations were forwarded to various groups within the Catholic Education system for further discussion and refinement. The amended goals have now been included in Towards 2017

PURPOSE AND ROLE

Under the six-part structure of the School Improvement and Renewal Framework (SIRF), which operates across all the Catholic schools in NT, there is a Standing Committee overseeing each of the six areas of policy, planning and operation. The PC&WB Standing Committee aims to provide Directions and Guidelines for this area of activity, making recommendations and advice, rather than mandating actions.

While the advisory capacity of this Standing Committee means it does not prescribe schools' PC&WB activities there are a number of areas where whole-system approaches are highly recommended. This applies especially in areas where there are mandatory requirements and where Catholic Education NT and the Bishop's Strategic Plans outline goals that all schools are expected to pursue.

PASTORAL CARE AND WELLBEING AUDIT

To assist in supporting schools with their Pastoral Care and Wellbeing programmes, an audit of programmes currently in use in NT Catholic schools was conducted. The information received will inform the recommendations of the Committee throughout 2012.



"Faith in their future"



Finance, Facilities & Resources

SCHOOL REGISTRATION

In 2011 The Northern Territory Government commenced 'a program of routine assessment to ensure that non-Government schools are complying with the registration requirements and conditions of their registration' (Education Act, 68A(1)). The Minister for Education established a panel of education experts from which assessors are invited to conduct assessments of schools. Many panel members have direct links to non-Government schools including Catholic schools and this is consistent with Clause 68(3) of the Act.

Catholic schools that were assessed in 2011 were O'Loughlin Catholic College, Sacred Heart Catholic Primary School and Ltyentye Apurte Catholic School. Assessments will continue in future years so that each school is assessed every five years.



MACKILLOP CATHOLIC COLLEGE

Funding approval and registration for the College were confirmed at the end of 2010.

The Managing Contractor – John Holland, was scheduled to start at the end of February 2011. Unfortunately, the extended wet season and waiting for the Department of Lands & Planning to finish their final paper work meant that the work could not start until the end of March 2011. This tightened the timeline for the works to be completed by February 2012. However, the builders estimated that the College would be ready at the end of January 2012.

In June 2011 the first delay occurred when the program had to be reviewed due to tender cost increase. Savings in the program and some design changes resulted in the needed cost reduction which meant a delay in construction of about six weeks.

In August 2011 the Principal's position was advertised and following the conclusion of the selection process, Mrs Lauretta Graham was appointed to the position. The appointment had the added bonus of Mrs Graham's proven outstanding skill and experience as a founding principal of a new school from a 'greenfield site' to a fully operational school.

By the end of November 2011 it was clear that the College would not be ready for the February 2012 start. A staged handover of the site was negotiated with the builders with 'Block A' being ready by 16 March 2012. At this stage enrolment numbers were well over 80 and it was imperative to find alternative accommodation for the interim six weeks at the start of the 2012 school year. After a number of meetings, Charles Darwin University offered to make available some of their facilities at their Palmerston Campus for the school to commence classes. MacKillop Catholic College had a home!

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL

Funding approval for additional classrooms was received in 2010. Construction began in June 2011 and the project is scheduled to be completed at the start of the 2012 academic year. The project is supervised by Ross Tonkin and Associates and is being built by Hawkins & Clements.

Finance, Facilities & Resources...

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 (NSP) - (all schools)
- Primary Schools for the 21st Century (P21) - (Primary Schools & Indigenous Schools)
- Science and Language Centre (SLC) for 21st Century - Competitive Program (Secondary Schools only)

Funding for the first two elements was determined by school size. Funding during 2010 was spent on construction of the approved projects. The majority of National Schools Pride (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 was scheduled to be completed by end of 2011.

In May 2011 Finbuilt who had three contracts with the Catholic system, one at Wadeye, one at St John's Catholic College, Darwin and one at Bathurst Island went into liquidation. The project most affected by this was the multi-purpose hall being built for Murrupurtiyanuwu Catholic Primary School at Wurrumiyanga which was only sixty percent complete. The other projects were just about complete and the schools were holding retention.

A new builder was engaged on the basis that as many of the current contractors would be used to continue and finish the project. This project was not expected to be completed until March 2012.

APPROVED BER PROGRAM PROJECTS 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	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
		TOTAL	2,075,000

Finance, Facilities & Resources...



PRIMARY SCHOOLS FOR THE 21ST CENTURY (P21)		
SCHOOL	PROJECT DESCRIPTION	BGA GRANT (\$)
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	1,297,368
St Mary's Primary School, Darwin	Multipurpose Hall	765,123
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	680,161
Sacred Heart School, Palmerston	Upgrade of Classrooms	1,737,809
St Francis Xavier School, Daly River	Library/Kid's Kitchen	850,000
Xavier Community Education Centre, Nguju	Library	869,839
	TOTAL	25,050,000

Finance, Facilities & Resources...

SCIENCE AND LANGUAGE CENTRES FOR 21ST CENTURY (SLC)		
SCHOOL	PROJECT DESCRIPTION	BGA GRANT (\$)
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
	TOTAL	4,049,530

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 College 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 was completed at the end of Semester I, 2011.

Refurbishment of the kitchen facility began in March 2011 and was completed at the end of 2011. Certification in Mechanics and Construction began in Semester 2. Certificate program in Hospitality will be offered in 2012.

Xavier Catholic College, Wurrumiyanga 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 began in April 2011 and was completed in November 2011. Certificate programs in Construction and Hospitality will be offered in 2012.



Finance, Facilities & Resources...

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 1:1 computers and to upgrade each schools IT infrastructure to enable them support this installation. The schools are advised and supported by the IT Department of the Catholic Education Office.

On Cost funding under this program plays a key role as it allows schools to ensure that the computers that have been placed in schools are used effectively. The On Costs have four strand areas that schools have to report on. They are:

- Leadership
- Infrastructure
- Learning Resources
- Teacher Capability

Funding needs to be spent on all these areas.

The adjacent tables indicate computer allocation and the On Cost funding mode available under each component.

In Semester 2 2012 the first part of sustainability will begin which will allow schools to refresh their IT fleet that are four years old with the Australian Government contributing 30% of the cost.

DIGITAL EDUCATION REVOLUTION (2:1)			
	NO. OF COMPUTERS FUNDING APPROVED	@ \$1000 PER UNIT	ON COST FUNDING APPROVED
SCHOOL	2:1	\$	\$
O'Loughlin Catholic College	115	115,000	132,000
St John's Catholic College	89	89,000	88,500
Our Lady of the Sacred Heart Catholic College, Alice Springs	157	157,000	210,000
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye	60	60,000	90,000
Xavier Catholic College, Bathurst Island	13	13,000	19,500
St Joseph's Catholic College, Katherine	15	15,000	22,500
Ltyentye Catholic School, Santa Teresa	7	7,000	10,500

DIGITAL EDUCATION REVOLUTION (1:1)			
	NO. OF COMPUTERS FUNDING APPROVED	@ \$1000 PER UNIT	ON COST FUNDING APPROVED
SCHOOL	1:1		
O'Loughlin Catholic College	157	157,000	116,274
St John's Catholic College	170	170,000	111,233
Our Lady of the Sacred Heart Catholic College, Alice Springs	151	151,000	127,162
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye	37	37,000	45,031
Xavier Catholic College, Bathurst Island	26	26,000	8,401
St Joseph's Catholic College, Katherine	24	22,000	10,082
Ltyentye Catholic School, Santa Teresa	22	9,000	4,705
St Francis Xavier Catholic School, Daly River	9	9,000	15,000

Finance, Facilities & Resources...

FINANCE

The four main areas of focus during 2011:

- Indigenous Supplementary Assistance Remote Loading for Boarding
- National Partnerships
- Gonski review (Federal funding allocation to schools)
- NT Government funding review.

Indigenous Supplementary Assistance Remote Loading for Boarding

Based on discussions with the Federal Government, we were expecting this funding to be paid to St John's College for 2010 and then each year thereafter until the new funding agreement was finalised.

However, this did not occur and funding was only given for 2011 and will then be reviewed for each year until the new Funding Agreement with the Federal government is finalised which is expected in 2014.

National Partnerships

During 2011 there was a focus on improving budgeting for and reporting of National Partnerships projects. There is now a process of regular reporting from each of the projects to the Project Governance Group.

Gonski Review (Review of Funding of Schooling)

The Australian Government's Review of Funding of Schooling was finalising its report at the end of 2011. The Catholic Education Office participated in the review by making representations at review panel hearings and providing written submissions. The Office also participated in the preparation of submissions by the National Catholic Education Commission. More detailed work concerning the implementation of the review recommendations are to be undertaken during 2012, with the most likely implementation date being the start of 2014.

NT Government Funding Review

The Northern Territory Department of Education and Training initiated its own review of the funding mechanism as a result of the Gonski Review for non-government schools. The proposals are intended to simplify the calculation of the funding amounts, remove any special deals that were in place for certain schools, and provide more funding certainty and transparency to non-government schools. It is likely that the new arrangements will be in place for the 2013 calendar year.

Finance, Facilities & Resources...

BLOCK GRANT AUTHORITY (BGA)

The Block Grant Authority (BGA) is a program approved by the Australian Government to assist schools with capital programs. These applications are first reviewed by the Northern Territory Block Grant Authority Board of Management and then assessed by the Block Grant Authority Priorities Committee.

Six schools were successful with their applications and are listed below:

BLOCK GRANT AUTHORITY (BGA) 2012 GENERAL SCHEDULE

SCHOOL	DESCRIPTION	PROJECT NUMBER	GRANT (\$)
St Francis of Assisi Catholic Primary School, Humpty Doo	Installation of large fan in undercover area	2012/15426/1	9,160
Xavier Catholic College, Wurrumiyanga	Refurbishment of a three room building which includes the installation of a new roof, cover, existing walkway and the renovation of each room.	2012/13314/1	100,000
Murrupurtiyanuwu Catholic School	Refurbishment of three spaces into additional learning areas	2012/13313/1	168,840 + 236,160 (Interest)
St Joseph's Catholic College, Katherine	Refurbishment of two sets of toilets for primary students	2012/06882/1	61,245
O'Loughlin Catholic College, Karama	Outdoor area upgrade including replacement of paving, removal of trees and installation of shade structure	2012/06880/2	75,000
St Mary's Catholic Primary School, Darwin	Conversion of old library into multipurpose teaching and learning area	2012/02069/1	60,000

CATHOLIC SCHOOLS BGA GENERAL APPROVED PROJECTS 2011

SCHOOL	PROJECT DESCRIPTION	PROJECT NUMBER	GRANT (\$)
Holy Spirit Catholic School	Refurbishment of the staffroom	2011/02076/1	20,000
O'Loughlin Catholic College	Refurbishment of the dance/drama teaching area	2011/06880/1	65,340
Our Lady of the Sacred Heart Catholic College Alice Springs	Renovation of existing art room to art, lab space & Home Economics room + replacement of air-conditioning in hall	2011/77291/1	83,340
St Francis of Assisi Catholic Primary School	Replacement of carpet in five classrooms	2011/15426/1	6,000
St Francis of Assisi Catholic Primary School	Installation of additional shade for the student play area	2011/15426/2	39,460
St Joseph's Catholic College	Refurbishment of science laboratory	2011/06882/1	143,428
St Mary's Catholic Primary School	Upgrade & Repair of the public address system	2011/02069/1	23,340
St Paul's Catholic Primary School	Refurbishment of old library into a new staffroom	2011/02071/1	166,670
Xavier Catholic College	Refurbishment of the administration area, teacher housing and general ground works	2011/13314/1	52,476

Finance, Facilities & Resources...

OCCUPATIONAL HEALTH AND SAFETY/ HUMAN RESOURCES

Introduction

Catholic Education is committed to achieving the highest attainable level of occupational health and safety (OH&S) for its employees, students and the organizations community. We aim to eliminate all preventable work-related injuries and illness through the systematic management of our risks. Through strong leadership and individual commitment Catholic Education will continue to place the highest priority on the health, safety and wellbeing of its people.

Safety Management System

The OH&S Consultative Committee convened eight times during 2011. The committee is chaired by the Deputy Director, School Services. The purpose of the Catholic Education OH&S Consultative Committee is to:

- act on behalf of all colleges and schools;
- oversee the coordination and implementation of the Catholic Education Safety Management System;
- promote continual improvement of the safety management system;
- ensure sharing of information across all colleges and schools.

During 2011 the committee reviewed and approved for implementation the OHS&W

Policy and seven procedures. Two procedures were completely rewritten in line with the requirements of the new Work Health and Safety (National Uniform Legislation) Act and Regulations and will be enacted by the Northern Territory in January 2012. A new Workers Compensation and Rehabilitation procedure was also developed, reviewed and approved for implementation during 2011.

OH&S audit planning commenced during 2011 with audits scheduled for 2012. An external OH&S Consultant will be engaged to conduct these audits using with the National Self Insurer OHS Audit Tool.

OH&S Training

OH&S Training was offered to school staff during 2011. The three day sessions offered were:

- OH&S Committee and Awareness
- Risk Management
- Incident Investigation

All courses were well attended and feedback was extremely positive. OH&S training is an ongoing process and will be offered in 2012.

Risk Management

As a result of the OH&S training and in the pursuit of continual improvement, a new risk management process was trialed and purchased by Catholic Education for use by all schools and colleges. The risk management process is based on the energy hazard model and uses the principles of a systematic hazard identification process. As a result of this change the risk

management procedure was rewritten, and presented to the OH&S Consultative Committee where it was reviewed and approved for implementation in schools and colleges.

In addition to the new risk management process the concept of Take 5 was introduced later in the year. Take 5 is a simple process that encourages people to identify hazards associated with all tasks before starting the task. It is based on the principle of: 'Engaging the mind before the hands or think before you act.' A number of injuries sustained during the year could have been prevented if the Take 5 process was used. The training and implementation of Take 5 will take a high priority during 2012.

Asbestos Management

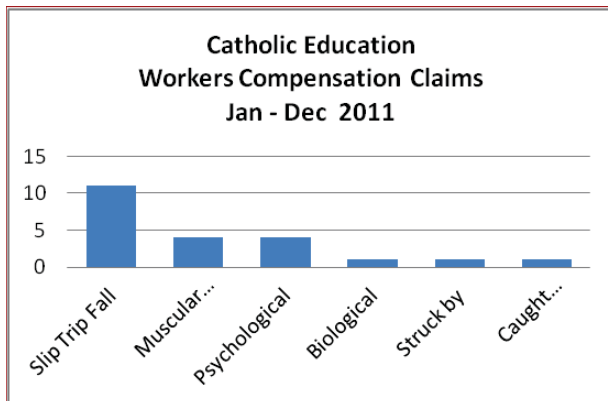
The existence of asbestos containing material in schools, colleges and remote housing continues to be a challenge for Catholic Education. Asbestos management maintains a high priority for Catholic Education. Activities undertaken so far include:

- the asbestos management procedure has been rewritten;
- an asbestos management plan drafted for Catholic Education;
- asbestos awareness and training conducted for contractors and staff who may conduct minor asbestos works.
- asbestos condition inspection scheduled to be conducted during 2012.

Finance, Facilities & Resources...

WORKERS COMPENSATION

During 2011 there were 22 claims for workers compensation. Approximately half of the injuries sustained were due to slip/trip/falls. The most serious injuries were a leg fracture as a result of a foot slipping, a partial amputation of a finger which became jammed between two objects and psychological injuries.



Workers compensation statistics show that claim rates remain fairly static, as shown below:

2011	2010	2009	2008
22	21	23	8

Measures taken to minimize and reduce injuries include:

- a project developed to provide on-site counseling services to staff in remote communities;
- procedures developed for Discrimination, Bullying and Harassment, Conflict Resolution and Investigating Complaints;
- HR specialists engaged to develop and deliver training in the above procedures as well as develop and deliver a performance appraisal system;
- Introduction of Take 5 program;
- implementation of new risk management process;
- training for staff in OH&S Awareness, risk management and incident investigation.



SCHOOL STATISTICS

SCHOOL ENROLMENTS—2011			
	PRIMARY	SECONDARY	TOTAL
St Mary's Catholic Primary School, Darwin	191	0	191
St Paul's Catholic Primary School, Nightcliff	259	0	259
Holy Spirit Catholic Primary School, Casuarina	248	0	248
Holy Family Catholic Primary School, Karama	193	0	193
Sacred Heart Catholic Primary School, Palmerston	234	0	234
St Francis of Assisi Catholic Primary, Humpty Doo	259	0	259
St John's Catholic College, Darwin	0	461	461
O'Loughlin Catholic College, Karama	0	494	494
St Joseph's Catholic College, Katherine	182	129	311
Our Lady of the Sacred Heart Catholic College, Alice Springs	485	490	975
Xavier Catholic College, Nguiu, Bathurst Island	0	99	99
Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga	207	0	207
St Francis Xavier Catholic School, Nauiyu, Daly River	40	11	51
Ltyentye Apurte Catholic School, Santa Teresa	102	37	139
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye, Port Keats	342	98	440
Total	2742	1819	4561

SCHOOL STATISTICS...

ENROLMENT TYPE 2010—2011

	2010			2011		
	Boys	Girls	Total	Boys	Girls	Total
Urban						
Primary	1092	1049	2141	1018	1033	2051
Secondary	858	804	1662	817	757	1574
Total	1950	1853	3803	1835	1790	3625
Remote						
Primary	326	322	648	351	340	691
Secondary	145	148	293	118	127	245
Total	471	470	941	469	467	936

SCHOOL ENROLMENT TRENDS 2002—2011

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
2011	1369	1373	2742	935	884	1819

SCHOOL STATISTICS...

INDIGENOUS ENROLMENT 2002—2011						
	Urban		Remote		Total	
Year	Primary	Secondary	Primary	Secondary	Primary	Secondary
2002	287	268	628	157	915	425
2003	280	257	591	153	871	410
2004	269	251	614	176	883	427
2005	305	275	566	151	871	426
2006	299	296	628	179	927	475
2007	309	324	704	237	1013	561
2008	278	369	672	357	950	726
2009	340	347	636	242	687	878
2010	315	361	643	289	958	650
2011	294	358	678	239	972	597

ST JOHN'S CATHOLIC COLLEGE BOARDING STUDENTS 2002—2011

Year	Students
2002	187
2003	171
2004	181
2005	203
2006	207
2007	213
2008	231
2009	178
2010	175
2011	183

SCHOOL STATISTICS...

STAFFING 2002—2011

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Primary	194	176	174	177	176	174	178	186	183	180
Secondary	124	134	147	137	133	144	165	170	179	170
Total	318	310	321	314	309	318	343	356	362	350
Religious	6	13	8	5	6	6	6	1	1	3
Lay	312	297	313	309	303	312	337	355	361	347

PRINCIPALS 2002 – 2011

Principal Type	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Religious Male	0	2	2	2	2	2	2	1	1	1
Religious Female	1	1	1	1	1	1	1	-	-	-
Lay Male	6	5	6	6	7	5	5	4	4	6
Lay Female	7	8	8	8	7	8	8	10	10	8
Total	14	16	17	17	17	16	16	15	15	15

SCHOOL STATISTICS...

COMMONWEALTH GENERAL RECURRENT GRANTS Statement of income and expenditure For the year ended 31 December 2010

Income		
Commonwealth Government Grants		37,379,660
Expenditure		
Grants to schools	34,117,126	
System level support	2,514,940	
System administration	747,593	

NORTHERN TERRITORY GOVERNMENT PER CAPITA GRANTS Statement of income and expenditure For the year ended 31 December 2010

Income		
Northern Territory Government Grants		10,818,310
Expenditure		
Grants to schools	9,541,847	
System level support	1,123,544	
System administration	216,366	

COMMONWEALTH TARGETED AND NATIONAL PRIORITY GRANTS Statement of income and expenditure For the year ended 31 December 2010

Income		
Commonwealth Government Grants		15,911,460
Expenditure		
Grants to schools	8,541,847	
System level support	1,984,802	
System administration	59,662	

NORTHERN TERRITORY GOVERNMENT OTHER PROGRAMS Statement of income and expenditure For the year ended 31 December 2010

Income		
Northern Territory Government Grants		1,392,640
Expenditure		
Grants to schools	1,035,587	
System level support	309,086	

Aerial view of Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye, Northern Territory

