



Northern
Territory
Government

NORTHERN TERRITORY BOARD OF STUDIES

Annual Report

2011

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Dr Chris Burns MLA
Minister for Education and Training
Parliament House
DARWIN NT 0800

28 May 2012

Dear Minister

On behalf of the Northern Territory Board of Studies and in accordance with section 10T of the *Education Act*, I have pleasure in submitting the Board's report for the year 2011.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Steve Larkin', written in a cursive style.

PROFESSOR STEVEN LARKIN
Chair

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Chairperson's Report

This report covers the 2011 calendar year and is the ninth Annual Report of the Northern Territory Board of Studies since changes were made to the *Education Act* in 2002. The Board is an independent body with members drawn from parents, teachers, post school educators, principals, unions, government and non-government schooling sectors, employers and Indigenous people. It also has observers from other stakeholder groups, such as the Council of Government Schools Organisation.

The Board and its operational arm, Curriculum, Teaching and Phases of Learning Division, Department of Education and Training, have worked with cross sector stakeholders to provide responses to the Australian Curriculum Assessment and Reporting Authority on the development of the Australian Curriculum. The Board will continue to monitor the development and implementation of the Australian Curriculum as learning areas are progressively introduced over coming years.

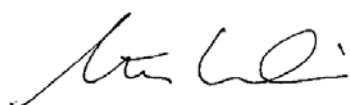
The Board has considered and discussed a number of curriculum, assessment, reporting, standards and other matters that impact on Territory education. These include the Early Years Learning Framework and National Quality Standards, Northern Territory Certificate of Education and Training and Vocational Education and Training in Schools. The Board has considered national initiatives in the National Assessment Program, Australian Curriculum, Australian Qualifications Framework, National Cadetships and various other national initiatives. At the Territory level, consideration has been given to the Literacy and Numeracy Strategy, Northern Territory Curriculum Framework, Australian Curriculum implementation and recognition of student achievement through student awards.

Indigenous education outcomes have been monitored and the Board has set the monitoring and improvement of Indigenous education learning outcomes at all levels of schooling as a priority.

Major events on the Board's agenda are the student award presentation ceremonies held annually to publicly recognise academic excellence amongst school leavers and affirm and celebrate the high standard of Territory education. The Board of Studies website is regularly updated and an information bulletin is produced four times a year.

On behalf of the Board I wish to express appreciation for the work done by those officers in Department of Education and Training who have supported the work of the Board, in particular, members of the Curriculum, Teaching and Phases of Learning Division.

I would also like to acknowledge the commitment of Board members to improving learning outcomes in the Territory and their professional engagement on the diverse range of issues and initiatives considered throughout the year.



PROFESSOR STEVEN LARKIN

Functions of the Board

The following are functions of the Board:

- (a) providing advice to the Minister and the Chief Executive on curriculum policy in relation to –
 - (i) establishing and maintaining curriculum frameworks that encompass the needs of all students in the Territory school education system;
 - (ii) establishing and maintaining procedures for student assessment, reporting and certification;
 - (iii) monitoring, evaluating and reporting on student performances;
 - (iv) improving student outcomes; and
 - (v) government policy that impacts on the Board's functions.

- (b) co-operating and consulting with prescribed authorities or bodies engaged in education and related matters.

The Board shall determine which certificates are to be issued to a person in respect of their educational attainments, and shall issue a certificate to a person whose educational attainments, as assessed or determined in accordance with this section, qualify for such issue.

The Board shall prepare and maintain records of assessments under, or recognised by, the Board in relation to a student or former student, and provide, on request by the student or former student, a copy of those records to the student or former student, or to such person as the student or former student specifies in that request.

In exercising all its powers and in the performance of its functions the Board is subject to the directions of the Minister.

Overview

Boards of Studies

Boards of Studies exist under various names in all states and territories. Although their functions vary, they have a number of common educational purposes:

- To allow widespread community input
- To bring together all schools in establishing common directions
- To ensure fairness for all students
- To establish the curriculum for stages of schooling
- To provide for assessment of student learning
- To control certification of student achievement

Establishment of the Board

The Northern Territory Board of Studies was established in 1984 by amendment to the *Education Act*. The Education (Board of Studies) Regulations prescribe the interest groups or bodies from which members are drawn and the manner in which prospective members are to be nominated.

The Board promotes a common curriculum for the compulsory years of schooling which is designed to provide a challenging level of education for all learners, whatever their aspirations and abilities, and to ensure that all learners have the opportunity to learn and achieve in recognised areas.

In the pursuit of equity, the Board fosters the fullest participation in education of groups and individuals for whom participation may involve special problems. Student achievement is recognised through an inclusive framework of certification that aims to ensure every young person leaves school with appropriate educational achievements, qualifications and documentation.

Membership

The Board consists of a Chairperson and 15 other members representing parents, employers, principals, teachers, post school educators, unions, the non-government and government school sectors, Indigenous communities and the Department of Education and Training.

Details of Board membership are included in Appendix 2.

Matters and Reports considered by the Board in 2011

- Analysis of 2010 NAPLAN results
- Analysis of 2010 NTCE results
- Australian Curriculum
- Australian Curriculum Assessment and Reporting Authority (ACARA)
- Australian Qualifications Framework (AQF)
- Digital Learning Revolution
- Early Years Learning Framework and National Quality Standards
- Implementation Australian Curriculum K-10
- Literacy and Numeracy Strategy
- Mobile Pre-Schools
- *My School 2.0*
- National Assessment Program - Literacy and Numeracy (NAPLAN)
- National Cadetships
- National Issues and Initiatives
- Northern Territory Certificate of Education and Training (NTCET)
- NTBOS Work Plan 2011 to 2012
- Policies
- SACE Board
- Student awards and ceremonies
- Vocational Education and Training in Schools (VETiS)
- Website

2011 Meeting Dates

- 25 March 2011 Darwin
- 27 May 2011 Darwin
- 19 August 2011 Darwin
- 4 November 2011 Darwin

Performance of Northern Territory Students in National Assessment Program – Literacy and Numeracy (NAPLAN) Tests

Background

Since 2008, Northern Territory (NT) students have participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). This national assessment program replaced the previous Multilevel Assessment Program (MAP) in the Northern Territory. NAPLAN tests are conducted in May each year for all students in Years 3, 5, 7 and 9. Students in the same year level sit common tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Each year more than a million students in Years 3, 5, 7 and 9 across Australia participate in the tests.

The results from the NAPLAN assessments broadly reflect aspects of literacy and numeracy within the curriculum in all states and territories. They provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands. The NAPLAN tests are intended to provide information about what students know and can do, and be used by teachers to support and inform their judgement about how to assist students to improve their learning outcomes.

Parents/caregivers are provided with information in a student report about the performance of their child in relation to that of other students in the same year level across Australia. These reports contain a description of what was assessed in each of the tests in relation to what students can typically do.

NT schools also receive comprehensive data out of the Reporting and Analysing Achievement Data (RAAD) tool on the performance of their students in relation to that of other students in the same year level across Australia, the NT and in their own school. The report shows each student's level in relation to the Northern Territory Curriculum Framework (NTCF) Bands and their position below, at or above National Minimum Standard (NMS) in NAPLAN. The RAAD tool enables school leaders and classroom teachers to analyse and use student performance information to inform strategic and operational plans at the school, classroom and individual student level.

The My School website, first launched in January 2010 and updated in March 2012, provides information about Australia's schools, including the number of students and teachers at the school and how the school is performing in NAPLAN testing. Using the My School website, parents and school communities are also able to compare their school's results with neighbouring schools and up to 60 demographically similar schools. It uses an index of student and school characteristics developed specifically for the My School website for the purpose of identifying schools serving similar student populations.

The variables used in calculating a value on the Index of Community Socio-Educational Advantage (ICSEA)¹ scale include student-level data on the occupation and education

¹ The variables used in calculating a value on the ICSEA scale include student-level data on the occupation and education level of parents/carers, and/or socio-economic characteristics of the areas where students live, whether a school is in a metropolitan, regional or remote area, proportion of students from a language background other than English, as well as the proportion of Indigenous students enrolled at the school. Further information is available on the [My School](#) website.

level of parents/carers, and/or socio-economic characteristics of the areas where students live, whether a school is in a metropolitan, regional or remote area, proportion of students from a language background other than English, as well as the proportion of Indigenous students enrolled at the school.

A small number of students are exempted from NAPLAN tests if they are identified as having a significant intellectual disability or a language background other than English and have lived in Australia for 12 months or less. Exempt students are not assessed but are counted as part of the cohort of assessed students and are considered to have not met the NMS.

Students may also be withdrawn from the testing program by the parent/caregiver on the grounds of religious beliefs and philosophical objections to testing. Students who have been withdrawn from testing are not counted as part of the cohort assessed and are excluded from performance calculations.

NAPLAN results are not comparable to MAP testing in previous years due to differences in testing methods and the change in the timing of the test from August to May.

NAPLAN tests were equated so that the 2011 results can be compared with those in previous years. Equating enables the results from NAPLAN tests in different years to be reported in the same achievement scale. In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 Writing results should not be compared to previous years.

Equating one test with another is a complex process and involves some degree of statistical error. For this reason, there may appear to be minor fluctuations in the average NAPLAN test results from year to year which are in fact not statistically significant. It is only when there has been a meaningful change in the results from one year to the next, or where there has been a consistent trend over several years that statements can be confidently asserted about meaningful change. The 2011 NAPLAN National Report contains additional information about whether changes from 2008 to 2011 are significant. Confidence intervals have also been included in the data presented here to indicate significance of changes from one year to the next.

The results are presented by assessment area – focussing on the areas of reading and numeracy, in line with national reporting practices - and by year level and Indigenous status. Indigenous students include students who have identified as Aboriginal or Torres Strait Islander (or both). Students for whom Indigenous status was not stated are excluded from the data that is presented by Indigenous status. All students who sat the test at government and non-government (Catholic, independent and Christian) schools are included; as nationally comparable data is only available at the state or territory level and not disaggregated by sector.

Geolocation is a Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA) geographical classification of schools based on their location and incorporates the Accessibility/Remoteness Index of Australia (ARIA) as supported by the Australian Bureau of Statistics (ABS). Further information is available on the [MCEECDYA](#) website.

The NT does not have any areas classified as metropolitan (which includes locations such as Sydney and Melbourne). Darwin, Palmerston and rural areas are classified as provincial, Katherine and Alice Springs areas are classified as remote and all other areas, including Tennant Creek and Nhulunbuy, are classified as very remote.

When examining the results of the NT it is important to consider that this jurisdiction differs markedly from any other state or territory. It has the lowest population with the highest proportion of the population in the most socio-economically disadvantaged areas. It has by far the largest proportion of the population living in remote and very remote areas with by far the largest proportion of Indigenous population, most of whom live in these areas.

The NT has an Indigenous student cohort that is approximately 41%² of the total school population, which is over six times greater than the next largest proportion from any other state or territory. Nearly half of NT students live in remote and very remote areas. Furthermore, a vastly higher proportion of these students are speakers of Indigenous languages from very remote communities than in any other state or territory. These contextual factors are reflected in the overall results achieved by NT students and have a large impact on the variability in these results.

Comparing 'all students' results for the NT with all other states and territories is not a valid comparison when the proportion of Indigenous students, the proportion of very remote students and the overall cohort size are vastly different. Despite these factors, results for non-Indigenous students in the Northern Territory are similar to other jurisdictions.

² Source: ABS 4221.0 Schools, Australia — NSSC Table 43a — Full-time equivalent students — by states and territories, affiliation, sex, age, Indigenous status and years (1997–2011)

Executive Summary

Performance

Across all year levels and assessment areas the proportion of NT students achieving National Minimum Standard (NMS) remains consistently lower than other states and territories, and the Australian average. This difference in performance was greater for Indigenous students than non-Indigenous students. Across Australia, Indigenous students did not perform as well as non-Indigenous students.

Indigenous NT students had the lowest performances in Australia as a cohort although NT provincial Indigenous students in Years 3, 5 and 7 in Numeracy performed comparably to Australian provincial Indigenous students. Non-Indigenous NT students performed comparably with non-Indigenous students across Australia. NT non-Indigenous Year 3 and 5 remote and very remote, Year 7 very remote and Year 9 remote students performed slightly better than the Australian average in Reading & Numeracy.

Year 3 Numeracy students were the highest achievers in the NT with 79.1% of students achieving NMS (16.5 percentage points lower than the Australian average of 95.6%). Year 9 Writing students were the lowest achievers in the NT with 57.5% of students achieving NMS (27.3 percentage points lower than the Australian average of 84.8%).

Non-Indigenous students achieved their best results in Year 5 Numeracy with 94.6% achieving NMS (only 0.9 percentage points lower than the Australian average of 95.5%). The lowest achievement rate for non-Indigenous students was in Year 9 Writing with 79.6% of non-Indigenous students achieving NMS (6.8 percentage points lower than the Australian average of 86.4%).

Indigenous students achieved their best results in Year 3 Numeracy with 59.3% achieving NMS. This is substantially lower than the Australian average of 83.6% for Indigenous students in this test. The lowest achievement rate for Indigenous students was in Year 9 Writing with 22.5% of Indigenous students achieving NMS. Again this is a substantially lower rate than the Australian average of 55.0% for Indigenous students in this test.

The proportion of students in very remote schools achieving NMS (ranging from 14.1% to 54.9% across all assessment areas and year levels) was significantly lower than students in remote and provincial schools. Achievement rates for students in remote schools in the NT ranged from 57.3% to 85.8% across all assessment areas and year levels. Students in provincial schools fared best in the NT with achievement rates ranging between 71.3% and 91.8% across all assessment areas and year levels.

Participation

In 2011 participation rates ranged from 84.9% to 89.4% compared to 92.4% to 96.4% for the Australian average.

In 2011, Year 5 Spelling, Grammar and Punctuation and Writing students had the highest participation rate in the NT with 89.4% of students participating. Year 9 Numeracy students had the lowest participation rate in the NT with 84.9% of students participating in the test. This was 7.5 percentage points lower than the Australian average.

For Indigenous students in 2011, Year 5 Writing had the highest participation rate with 82.6% of Indigenous students participating in the test while Year 9 Numeracy had the lowest participation with 68.4% of Indigenous students participating in the test.

For non-Indigenous students in 2011, Year 7 Grammar and Punctuation and Spelling had the highest participation rate with 97.2% of students participating in this test, which was 0.4 percentage points higher than the Australian average. Year 5 and Year 9 Numeracy had the lowest participation rate with 95.1% of non-Indigenous students participating in the test, which was 1.9 percentage points higher than the Australian average rate of non-Indigenous students participating in the test for Year 9 Numeracy and 1.2 percentage points lower than the Australian average rate of non-Indigenous students participating in the test for Year 5 Numeracy.

Across all domains in Year 9 and four of the five domains in Year 7, non-Indigenous students had a higher participation rate than the Australian average.

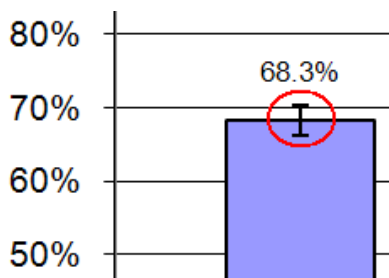
Explanatory Notes

Participation rates are calculated as all assessed and exempt students as a percentage of the total number of students in the year level which includes absent and withdrawn students.

Achievement rates are calculated as all students who were at or above National Minimum Standard as a percentage of the total number of students assessed.

Students for whom Indigenous status was not stated are not included in data which is provided by Indigenous Status.

Confidence Intervals



In the achievement graphs that follow, the intervals shown at the top of each bar are 95% confidence intervals.

As an example, the bar here shows that 68.3% of the given student cohort achieved National Minimum Standard. The interval in this case is 2%, indicating a 95% chance that the true percentage lies between 66.3% and 70.3%.

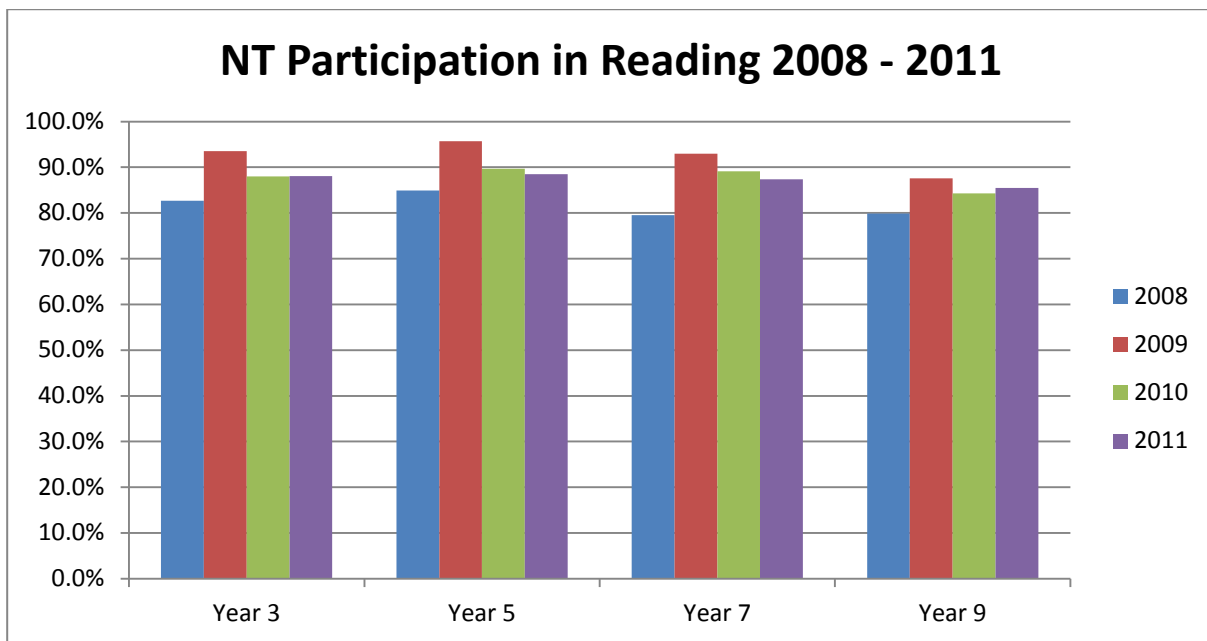
Participation

Participation by NT students in NAPLAN assessments increased dramatically in 2009 (averaging at approximately 12 percent). The largest increases in participation in Australia in 2009 occurred in the NT. However, the large gains made in 2009 were slightly eroded in 2010. Despite these decreases, 2010 participation rates in very remote schools exceeded those in 2008 by 6 to 17%. In 2011, participation rates remained steady in Year 3, slightly decreased in Year 5 and Year 7 and slightly increased in Year 9.

1. Participation of students in the Reading test

Participation rates in Reading increased across all year levels between 2008 and 2009, and decreased slightly in 2010. Participation rates in 2011 have remained consistent with those seen in 2010. In 2011 the highest participation rate for Reading is Year 5 students with 88.5% of NT students participating. Year 9 students were the closest to the Australian average in 2011 with a 7.4 percentage point difference between the NT participation rate and the Australian average in Reading. Figure 1.1 shows the difference in participation rates in the NT from 2008 to 2011.

Figure 1.1



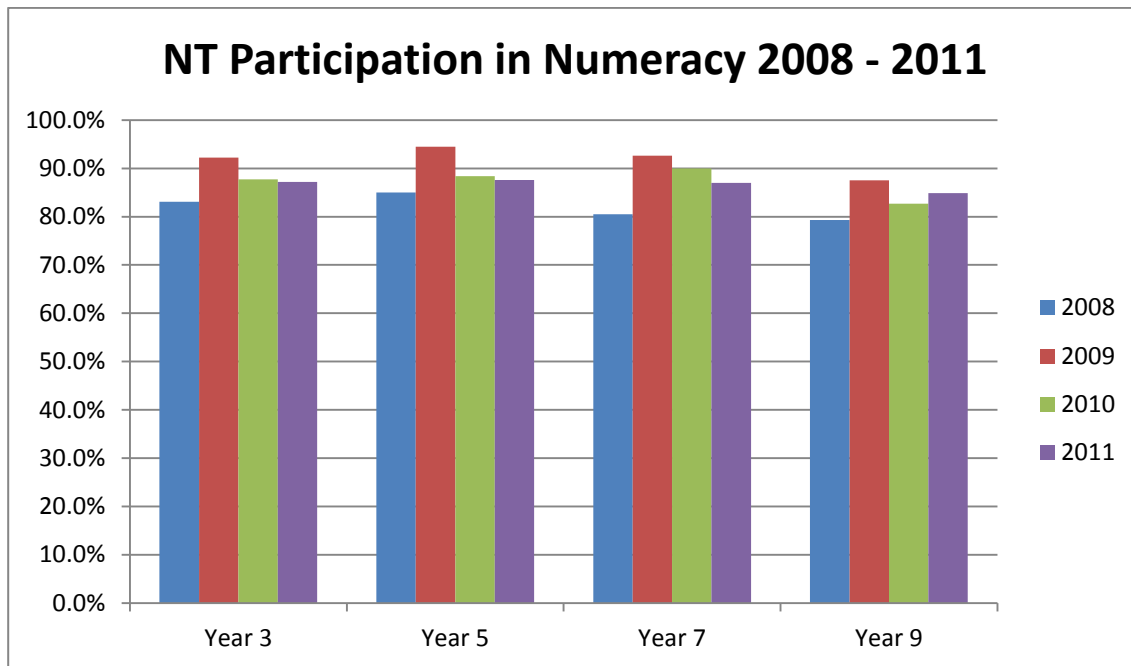
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

2. Participation of students in the Numeracy test

Participation rates in Numeracy increased across all year levels between 2008 and 2009, and decreased slightly in 2010. Participation rates in 2011 have remained consistent with those seen in 2010. In 2011 the highest participation rate for Numeracy is Year 5 students with 87.6% of NT students participating. Year 9 students were the closest to the Australian average in 2011 with a 7.5 percentage point difference between the NT participation rate and the Australian average in Numeracy.

Figure 3.1 shows participation rates in the NT from 2008 to 2011.

Figure 2.1



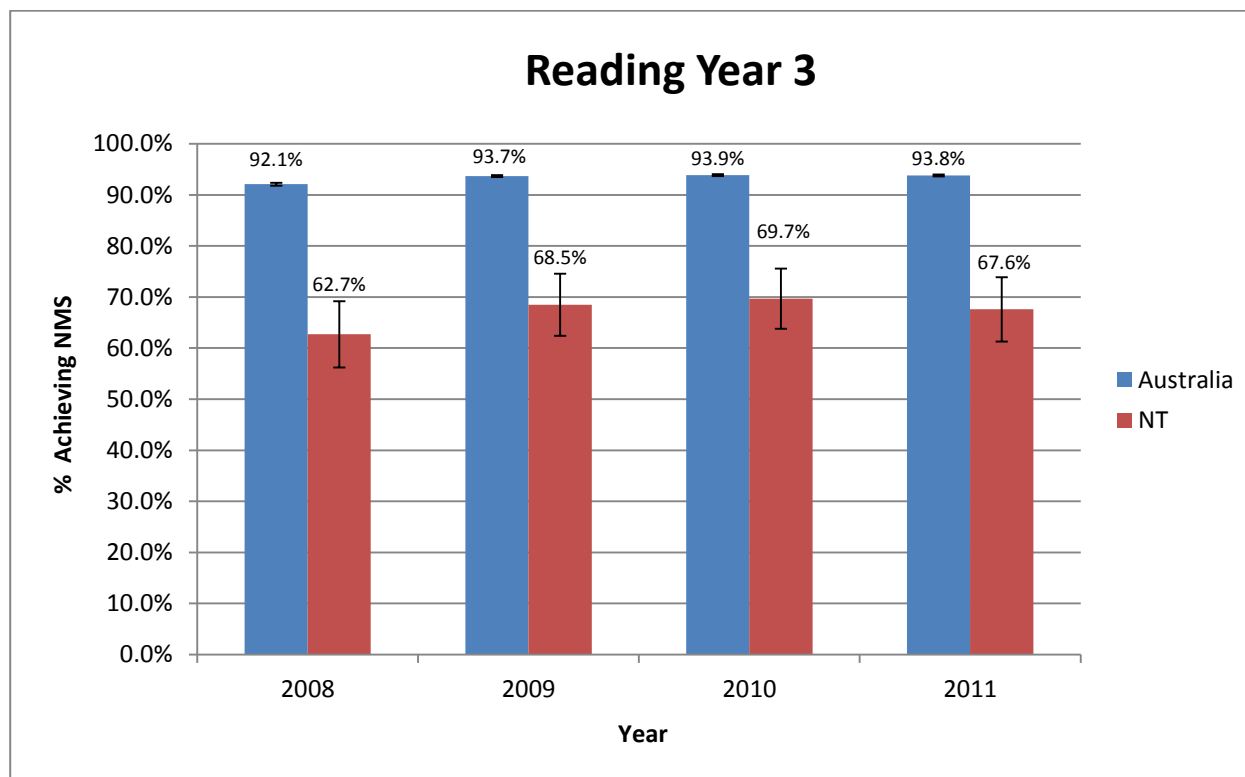
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Reading Achievement

3. Year 3 Reading

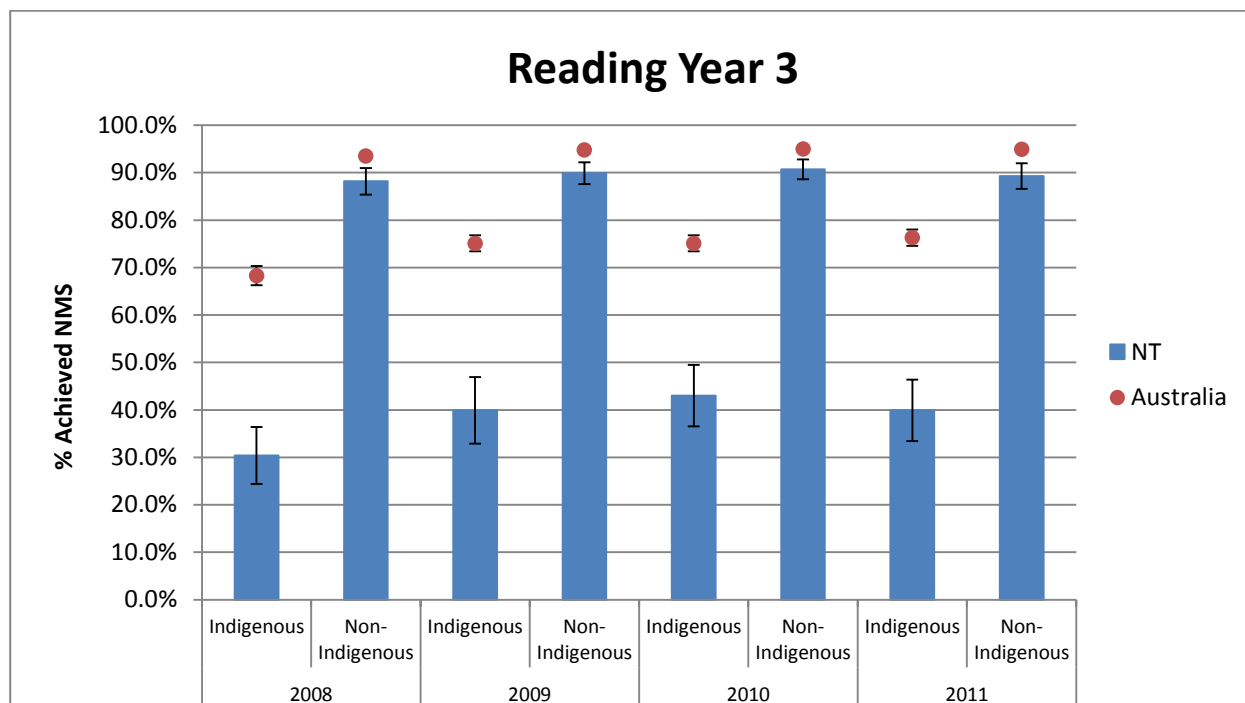
Overall, in 2011, 67.6% of NT students achieved the National Minimum Standard (NMS) compared to the Australian average of 93.8%. This is a difference of -26.2 percentage points. Compared to 2010 this is a decrease of 2.1 percentage points of NT students achieving NMS.

Figure 3.1 Percentage of Year 3 Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2011



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 3.2 Percentage of Year 3 Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2011 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2011, 39.9% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 76.3%, a difference of -36.4 percentage points. 89.3% of NT non-Indigenous students achieved NMS compared to the Australian average of 94.9% a difference of -5.6 percentage points.

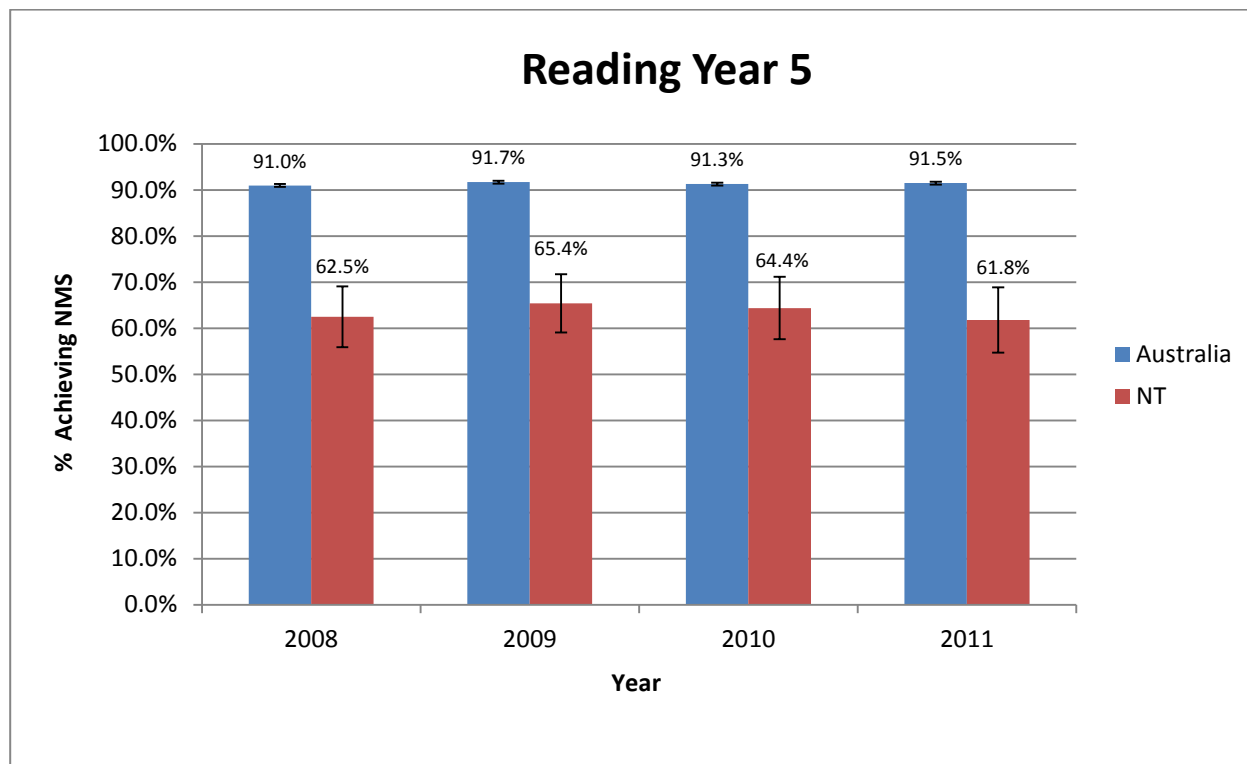
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in all years of testing. In 2008, there was a 57.8 percentage point gap between non-Indigenous and Indigenous students. In 2011, the gap had reduced to 49.4 percentage points.

In 2011, 39.9% of NT Indigenous students achieved NMS compared to 43.0% in 2010, a decrease of 3.1 percentage points. In 2011, 89.3% of non-Indigenous students achieved NMS compared to 90.7% in 2010, a decrease of 1.4 percentage points.

4. Year 5 Reading

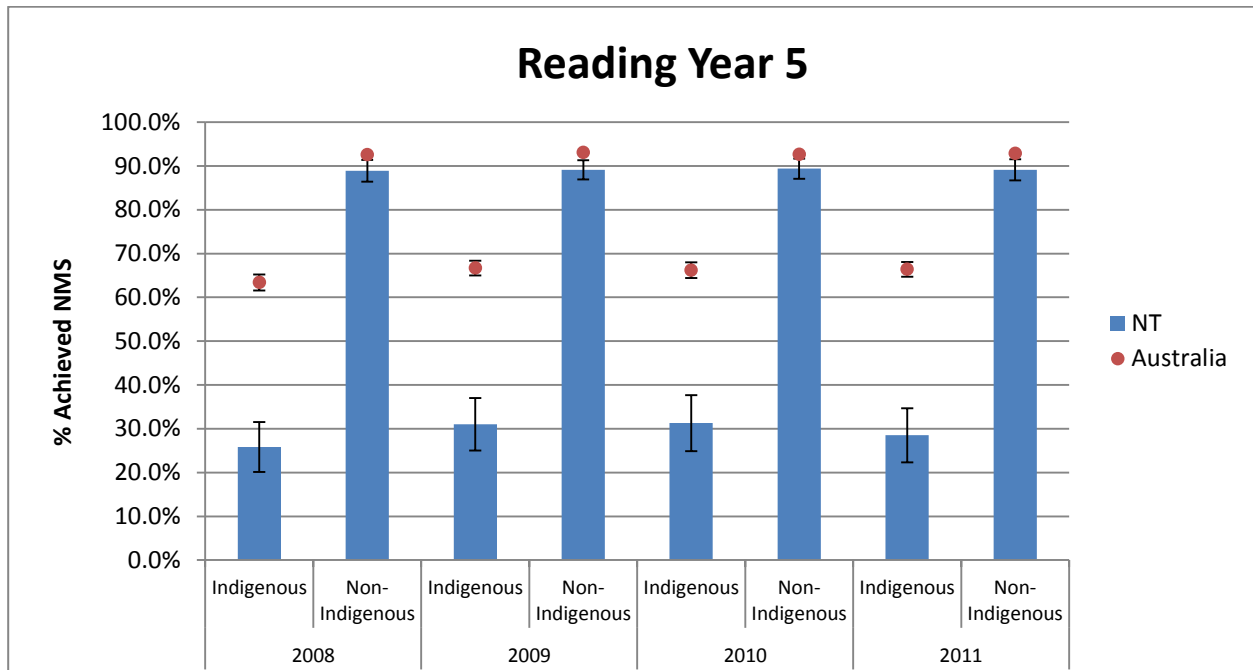
Overall, in 2011 61.8% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 91.5% a difference of -29.7 percentage points. Compared to 2010 this is a decrease of 2.6 percentage points of NT students achieving NMS.

Figure 4.1 Percentage of Year 5 Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2011



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 4.2 Percentage of Year 5 Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2011 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2011, 28.5% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian Indigenous average of 66.4%, a difference of -37.9 percentage points. 89.1% of NT non-Indigenous students achieved NMS compared to the Australian average of 92.9%, a difference of -3.8 percentage points.

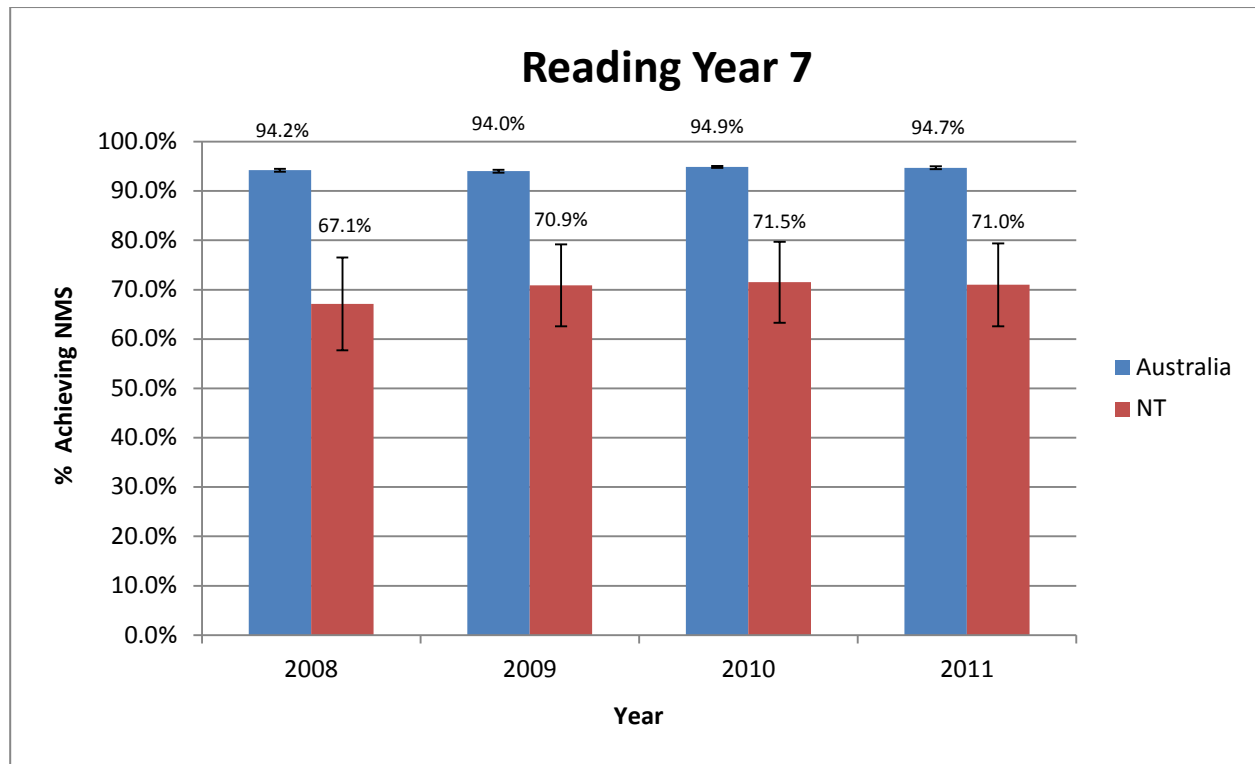
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in all years of testing. In 2008, there was a 63.1 percentage point gap between non-Indigenous and Indigenous students. In 2011 the gap has decreased to 60.6 percentage points.

In 2011, 28.5% of NT Indigenous students achieved NMS compared to 31.3% in 2010, a decrease of 2.8 percentage points. In 2011, 89.1% of non-Indigenous students achieved NMS compared to 89.4% in 2008, a decrease of 0.3 percentage points.

5. Year 7 Reading

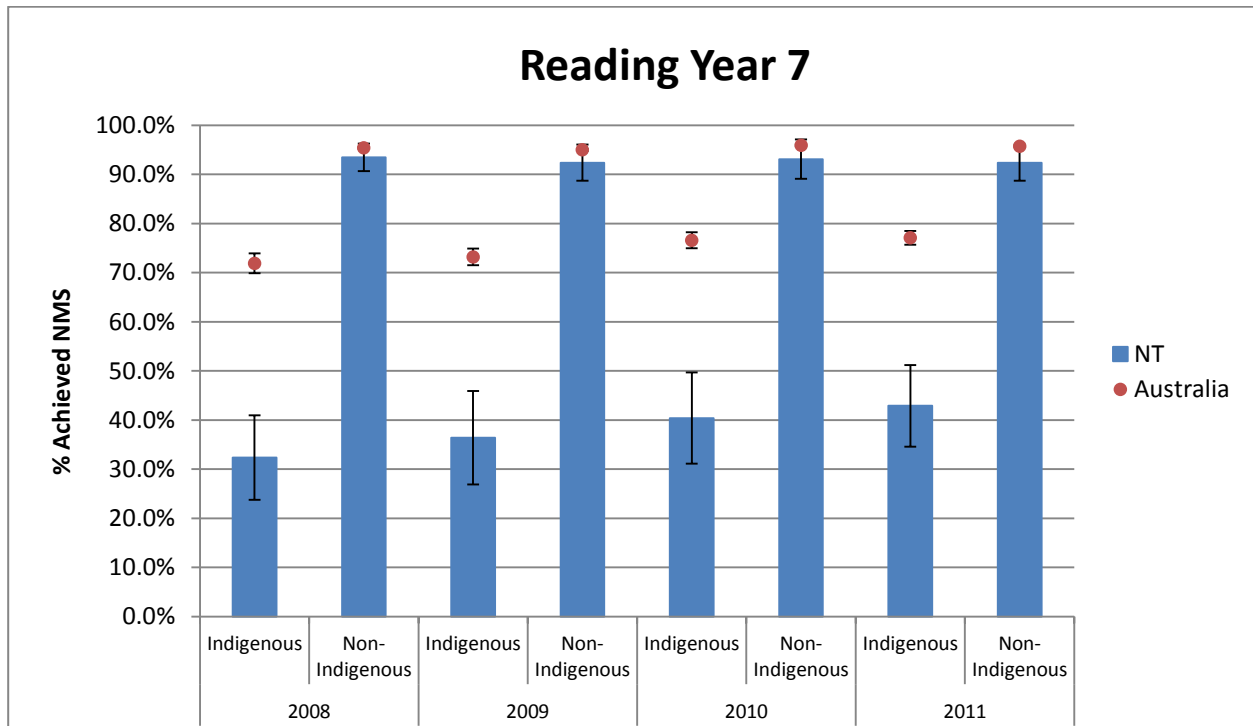
Overall, in 2011 71.0% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 94.7% a difference of -23.7 percentage points. Compared to 2010 this is a decrease of 0.5 percentage points of NT students achieving NMS.

Figure 5.1 Percentage of Year 7 Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2011



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 5.2 Percentage of Year 7 Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2011 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2011, 42.9% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 77.1%, a difference of -34.2 percentage points. 92.4% of NT non-Indigenous students achieved NMS compared to the Australian average of 95.7% a difference of -3.3 percentage points.

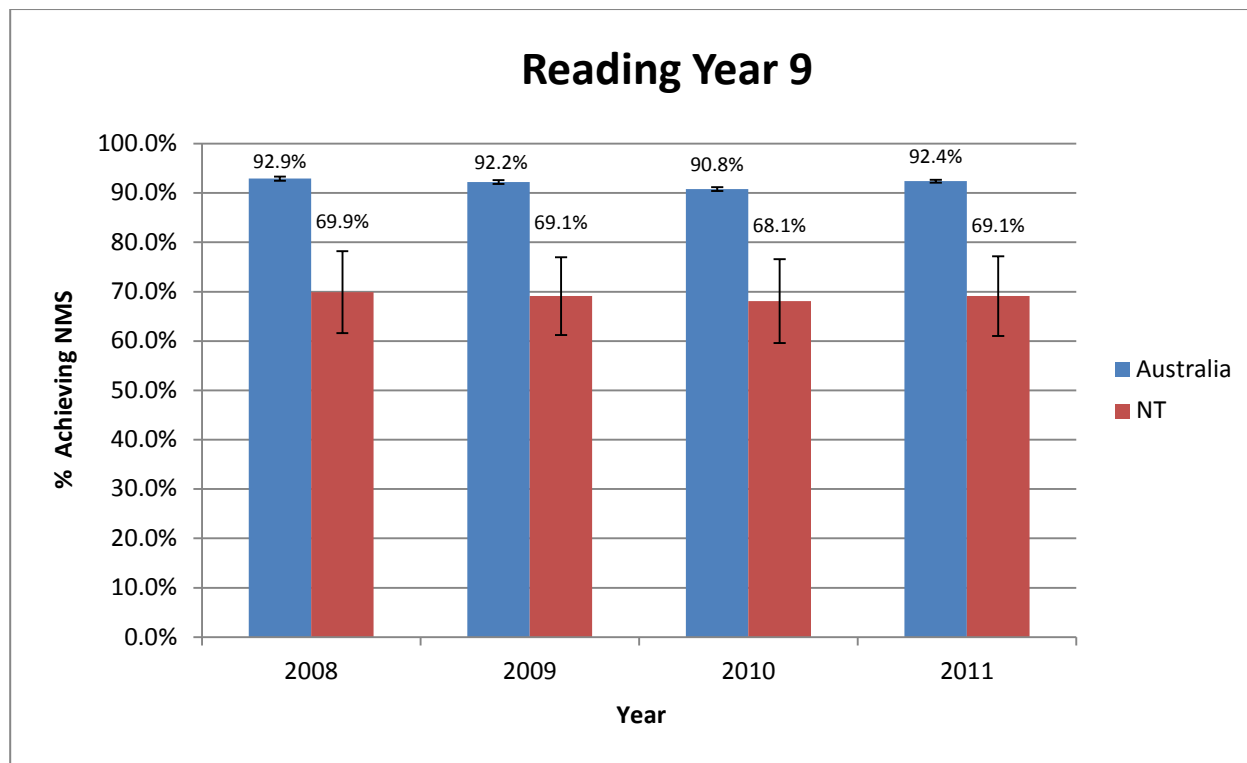
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in all years of testing. In 2008, there was a 61.1 percentage point gap between non-Indigenous students and Indigenous students. However, this gap has decreased to 49.5 percentage points in 2011.

In 2011, 42.9% of NT Indigenous students achieved NMS compared to 40.4% in 2010, an increase of 2.5 percentage points. In 2011, 92.4% of non-Indigenous students achieved NMS compared to 93.1% in 2010, a decrease of 0.7 percentage points.

6. Year 9 Reading

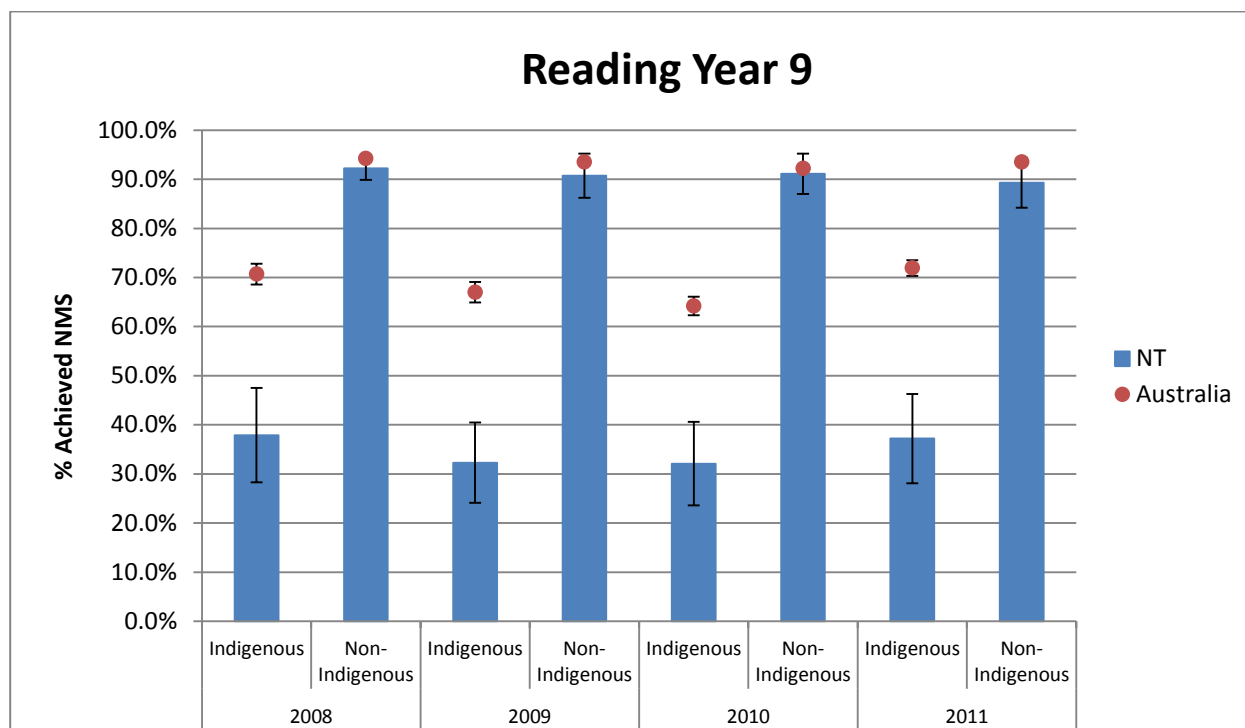
Overall, in 2011 69.1% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 92.4% a difference of -23.3 percentage points. Compared to 2010 this is an increase of 1.0 percentage points of NT students achieving NMS.

Figure 6.1 Percentage of Year 9 Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2011



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 6.2 Percentage of Year 9 Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2011 by Indigenous status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2011, 37.2% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 71.9%, a difference of -34.7 percentage points. 89.3% of NT non-Indigenous students achieved NMS compared to the Australian average of 93.5% a difference of -4.2 percentage points.

In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in all years of testing. In 2008, there was a 54.3 percentage point gap between non-Indigenous students and Indigenous students. In 2011, this gap had decreased slightly to 52.1 percentage points.

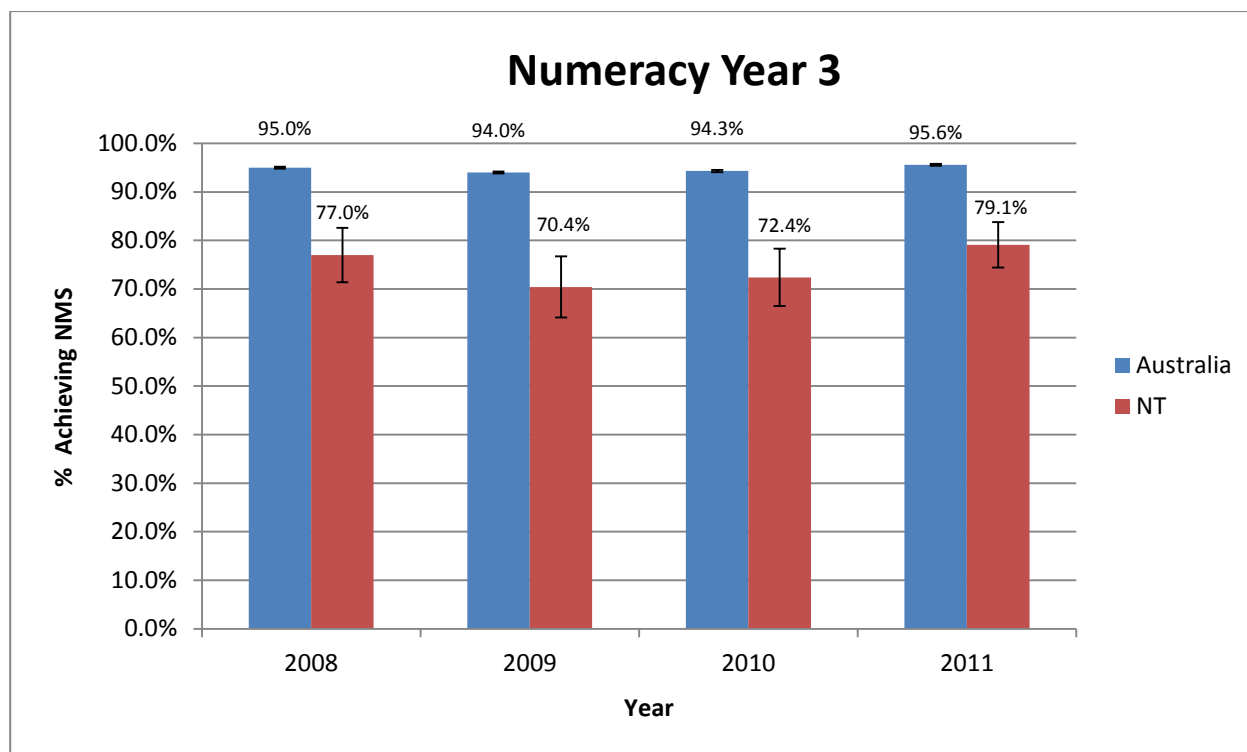
In 2011, 37.2% of NT Indigenous students achieved NMS compared to 32.1% in 2010, an increase of 5.1 percentage points. In 2011, 89.3% of NT non-Indigenous students achieved NMS compared to 91.1% in 2010, a decrease of 1.8 percentage points.

Numeracy Achievement

7. Year 3 Numeracy

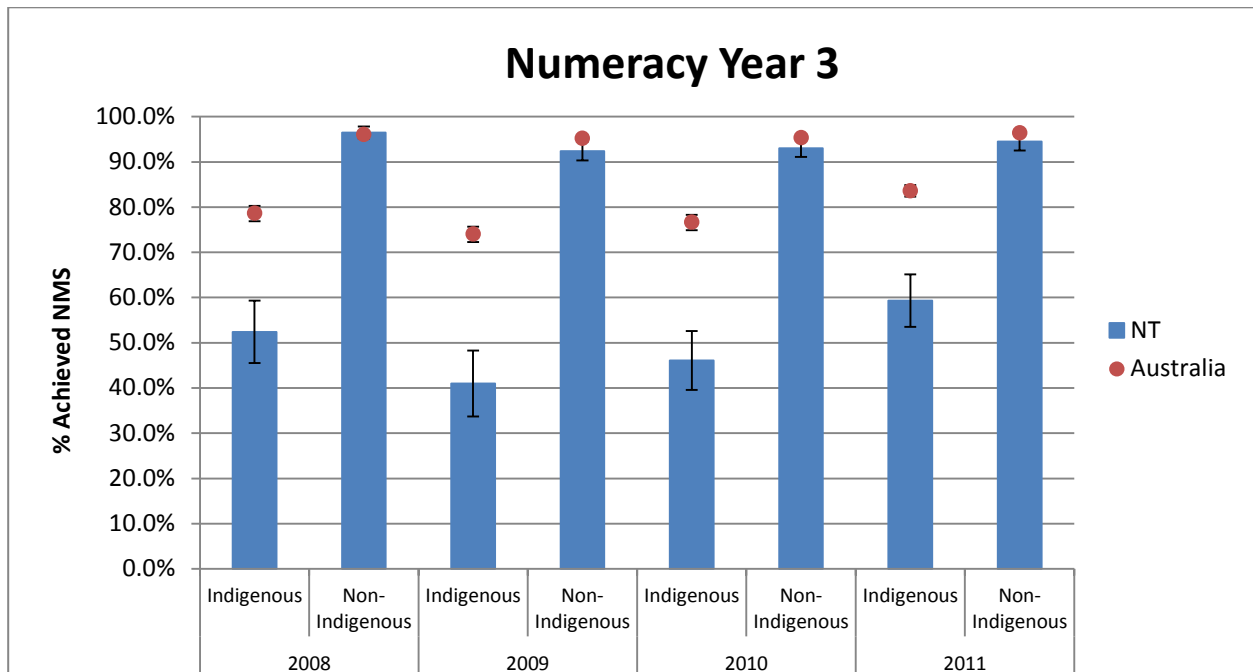
Overall, in 2011 79.1% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 95.6%, a difference of -16.5 percentage points. Compared to 2010 this is an increase of 6.7 percentage points of NT students achieving NMS.

Figure 7.1 Percentage of Year 3 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2011



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 7.2 Percentage of Year 3 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2011 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2011, 59.3% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 83.6%, a difference of -24.3 percentage points. 94.5% of NT non-Indigenous students achieved NMS compared to the Australian average of 96.4%, a difference of -1.9 percentage points.

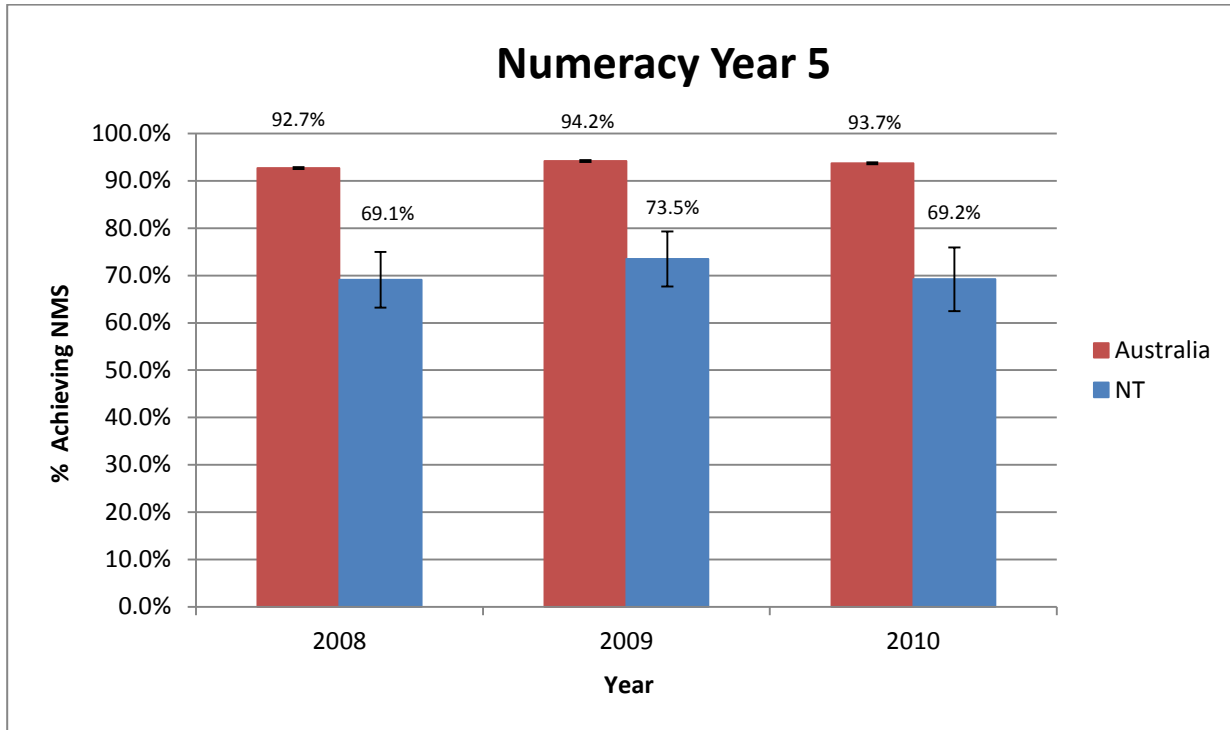
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in all years of testing. In 2008, there was a 44.1 percentage point gap between non-Indigenous students and Indigenous students. In 2011, this gap had decreased to 35.2 percentage points.

In 2011, 59.3% of NT Indigenous students achieved NMS compared to 46.1 % in 2010, an increase of 13.2 percentage points. In 2011, 94.5% of non-Indigenous students achieved NMS compared to 93.0% in 2010, an increase of 1.5 percentage points.

8. Year 5 Numeracy

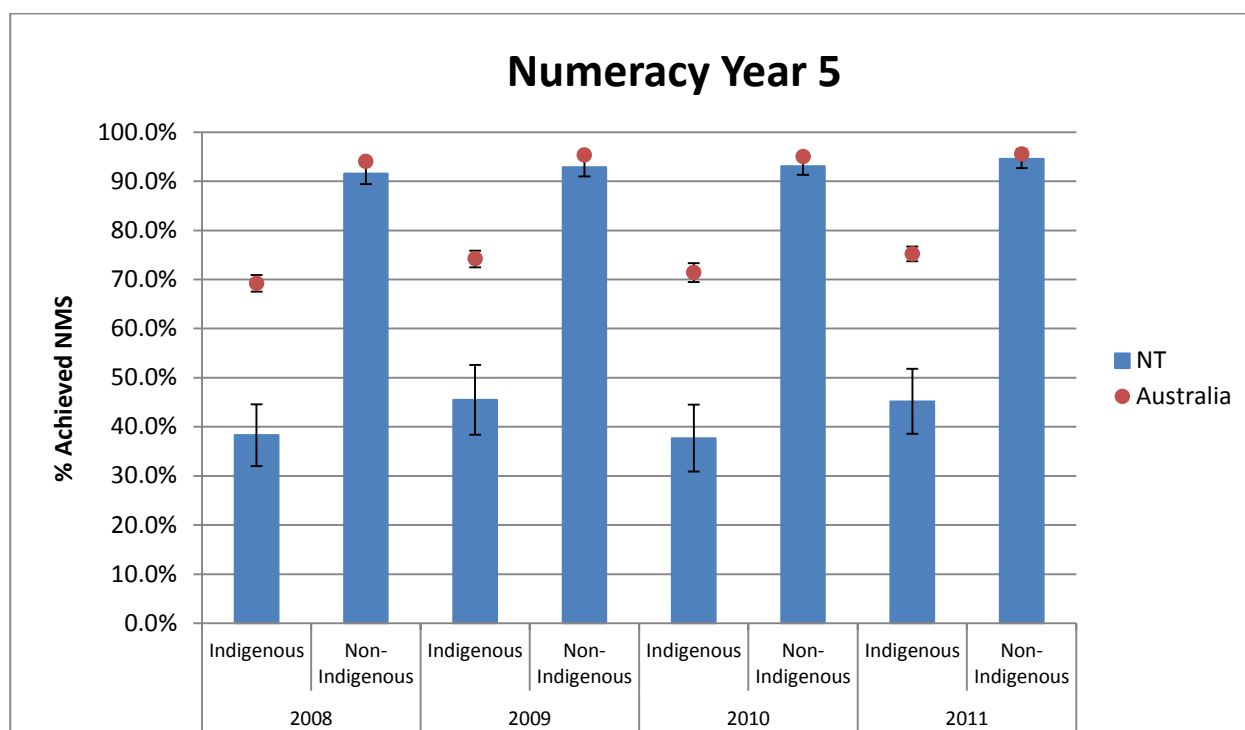
Overall, in 2011 72.5% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 94.4%, a difference of -21.9 percentage points. Compared to 2010 this is an increase of 3.3 percentage points of NT students achieving NMS.

Figure 8.1 Percentage of Year 5 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2011



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 8.2 Percentage of Year 5 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2011 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2011, 45.2% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 75.2%, a difference of -30.0 percentage points. In 2011, 94.6% of NT non-Indigenous students achieved NMS compared to the Australian average of 95.5%, a difference of -0.9 percentage points.

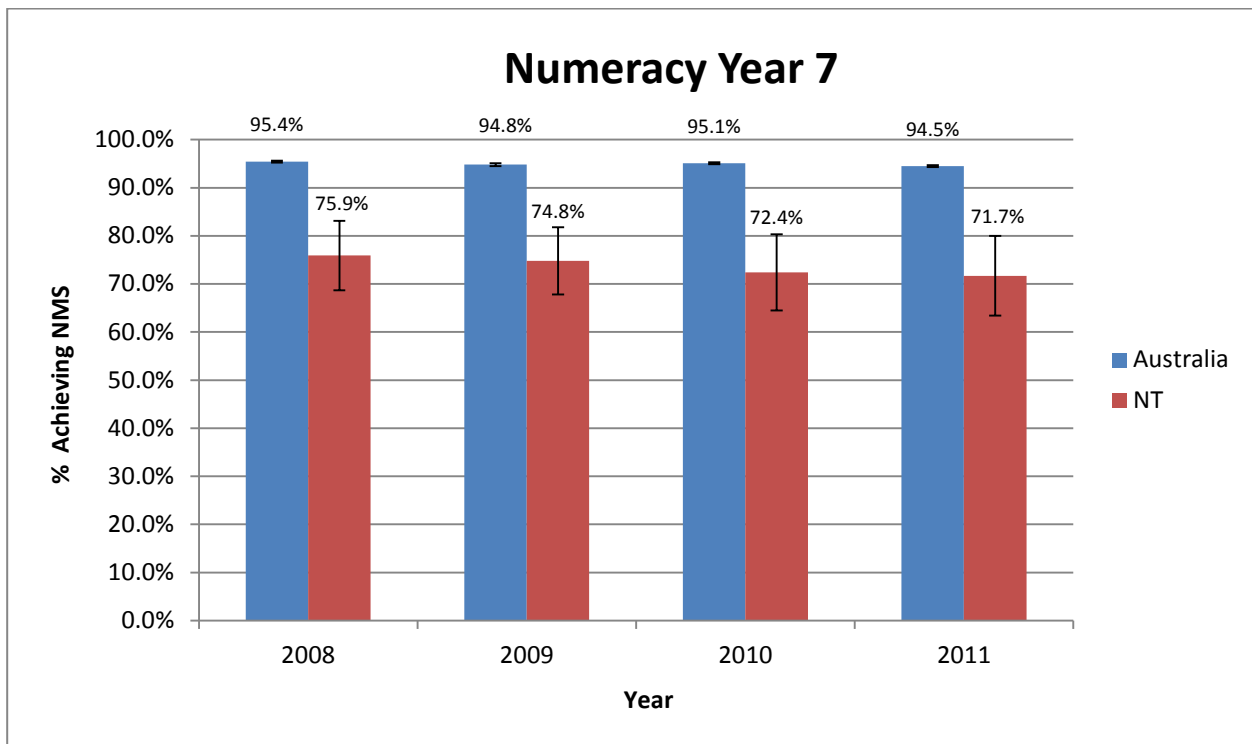
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in all years of testing. In 2008, there was a 53.3 percentage point gap between non-Indigenous students and Indigenous students. In 2011, this gap had decreased to 49.4 percentage points.

In 2011, 45.2% of NT Indigenous students achieved NMS compared to 37.7% in 2010, an increase of 7.5 percentage points. In 2011, 94.6% of non-Indigenous students achieved NMS compared to 93.1% in 2010, a 1.5 percentage points increase.

9. Year 7 Numeracy

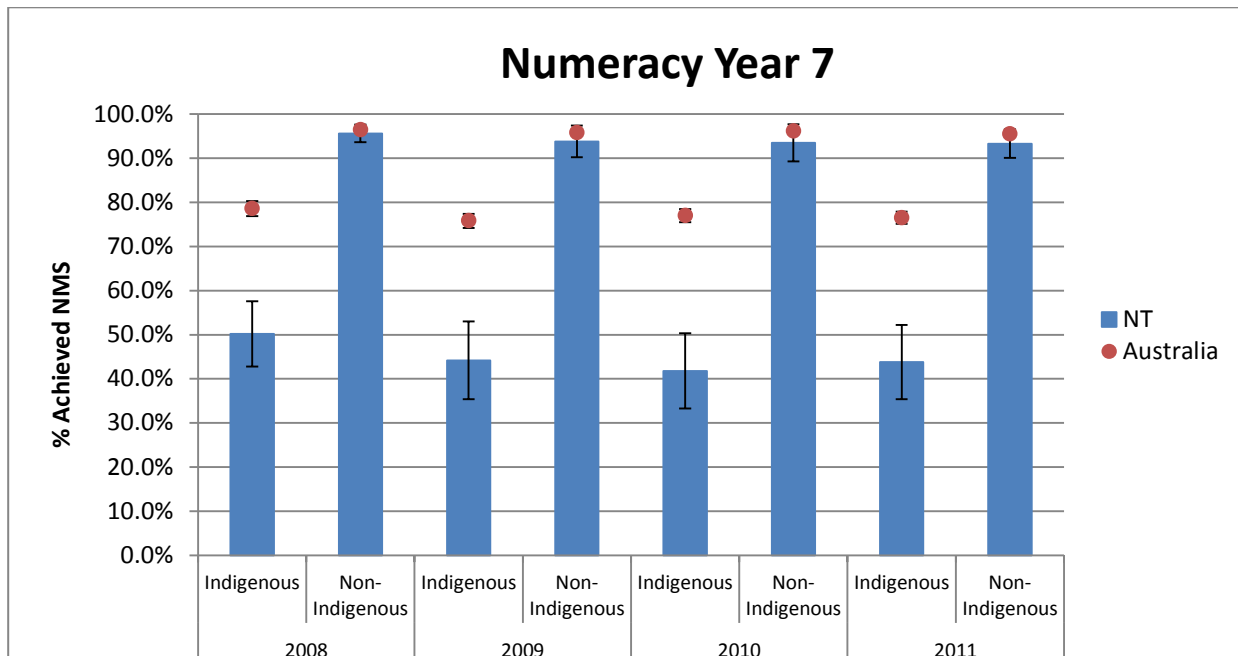
Overall, in 2011 71.7% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 94.5%, a difference of -22.8 percentage points. Compared to 2010 this is a decrease of 0.7 percentage points of NT students achieving NMS.

Figure 9.1 Percentage of Year 7 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2011



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 9.2 Percentage of Year 7 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2011 by Indigenous status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2011, 43.8% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 76.5%, a difference of -32.7 percentage points. In 2011, 93.3% of NT non-Indigenous students achieved NMS compared to the Australian average of 95.5%, a difference of -2.2 percentage points.

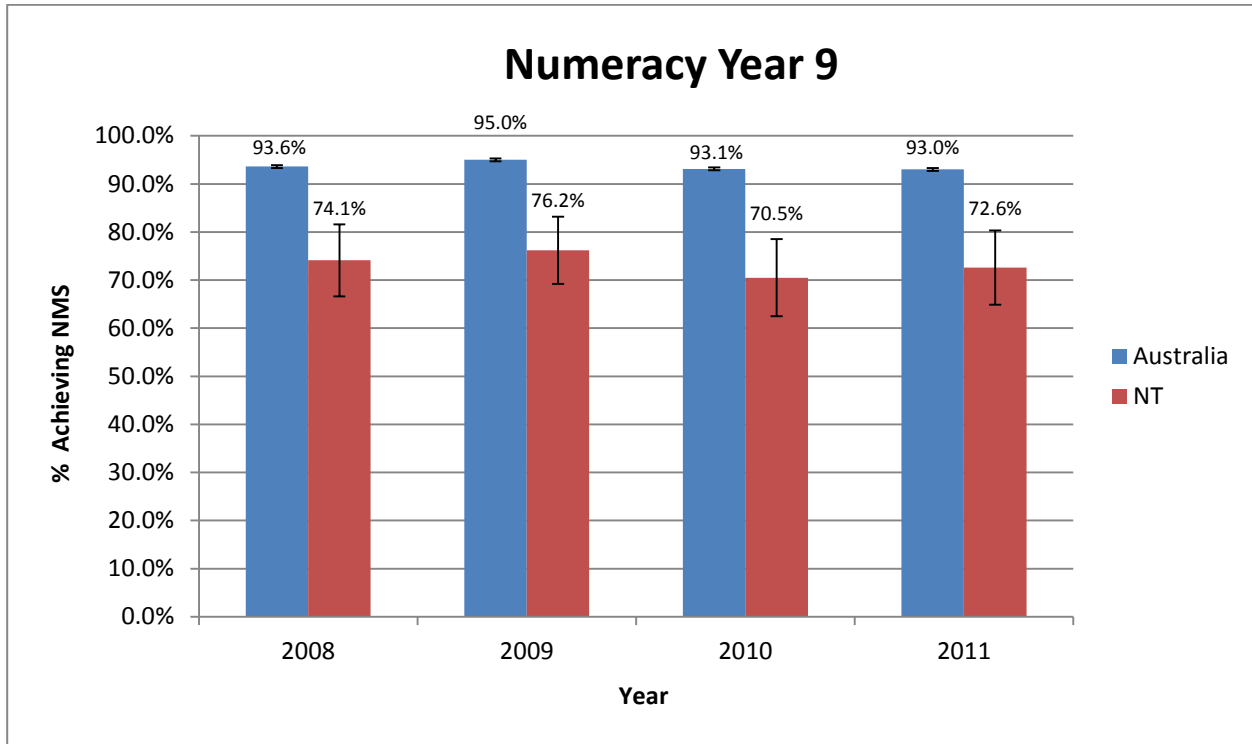
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in all years of testing. In 2008, there was a 45.4 percentage point gap between non-Indigenous students and Indigenous students. In 2011, this gap had increased slightly to 49.5%.

In 2011, 43.8% of NT Indigenous students achieved NMS compared to 41.8% in 2010, an increase of 2.0 percentage points. In 2011, 93.3% of non-Indigenous students achieved NMS compared to 93.5% in 2010, a decrease of 0.2 percentage points.

10. Year 9 Numeracy

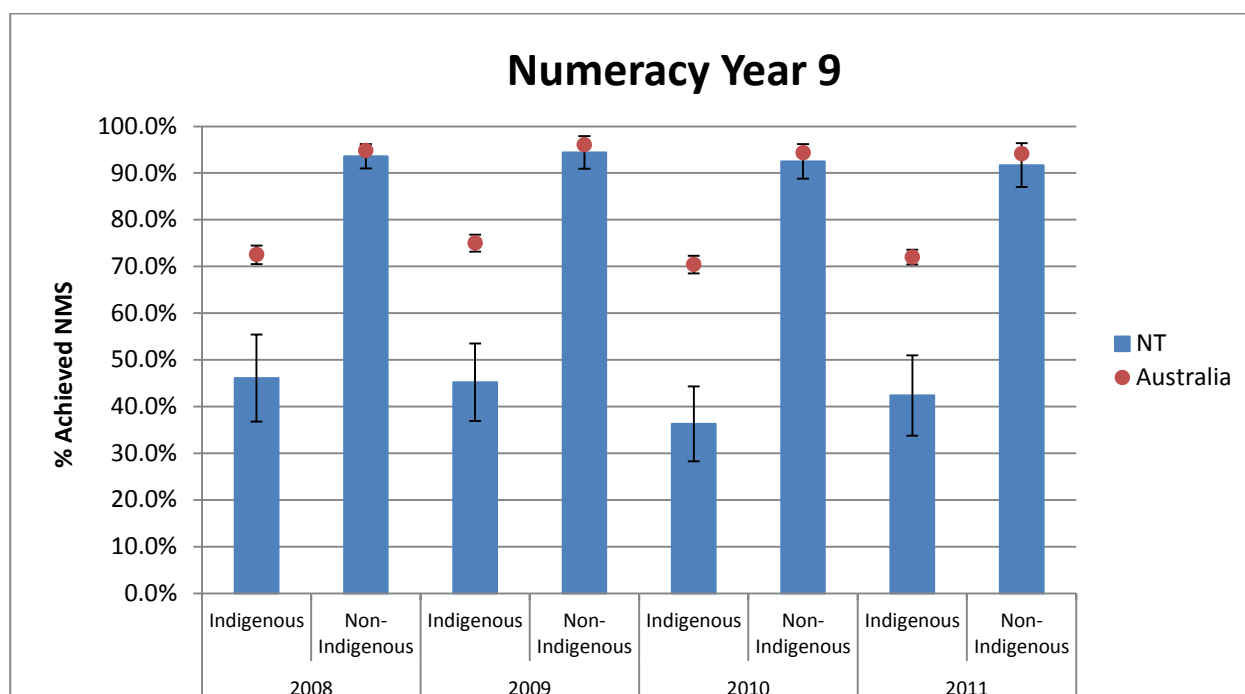
Overall, in 2011 72.6% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 93.0%, a difference of -20.4 percentage points. Compared to 2010 this is an increase of 2.1 percentage points of NT students achieving NMS.

Figure 10.1 Percentage of Year 9 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2011



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 10.2 Percentage of Year 9 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2011 by Indigenous status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2011, 42.4% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 72.0%, a difference of -29.6 percentage points. In 2011, 91.7% of NT non-Indigenous students achieved NMS compared to the Australian average of 94.1%, a difference of -2.4 percentage points.

In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in all years of testing. In 2008, there was a 47.5 percentage point gap between non-Indigenous students and Indigenous students. This gap had increased to 49.3 percentage points in 2011.

In 2011, 42.4% of NT Indigenous students achieved NMS compared to 36.3% in 2010, an increase of 6.1 percentage points. In 2011, 91.7% of non-Indigenous students achieved NMS compared to 92.5% in 2010, a decrease of 0.8 percentage points.

2011 Northern Territory Certificate of Education and Training (NTCET)

The NTCET

The Northern Territory Certificate of Education and Training (NTCET) generally takes a minimum of two years to complete. It commences with Stage 1 (usually Year 11) and requires students to complete a pattern of studies in Stage 1 and Stage 2 (usually Year 12) subjects. Recognition for Vocational Education and Training (VET) may be included in the study pattern.

To qualify for a Northern Territory Certificate of Education and Training, students must record achievement in 200 credits and achieve satisfactory results in at least 140 credits. Students must also gain a C grade or higher for 20 credits of literacy, 10 credits of numeracy, 10 credits of the Personal Learning Plan and 60 credits at a C- or better in Stage 2 subjects or their equivalent.

2011 is the first year of the Northern Territory Certificate of Education and Training. It replaces the Northern Territory Certificate of Education.

With the new certificate came new completion requirements. The following graphs and data incorporate both certificates. It may not be appropriate to compare both sets of data as one.

2011 Results Release

Students who completed requirements for the Northern Territory Certificate of Education and Training (NTCET) during 2011 received their results on 21 December 2011. The release date was coordinated with the South Australian Certificate of Education Board of South Australia (SACE Board of SA). All students in the Northern Territory and South Australia in urban, regional and remote areas received their results on the same day.

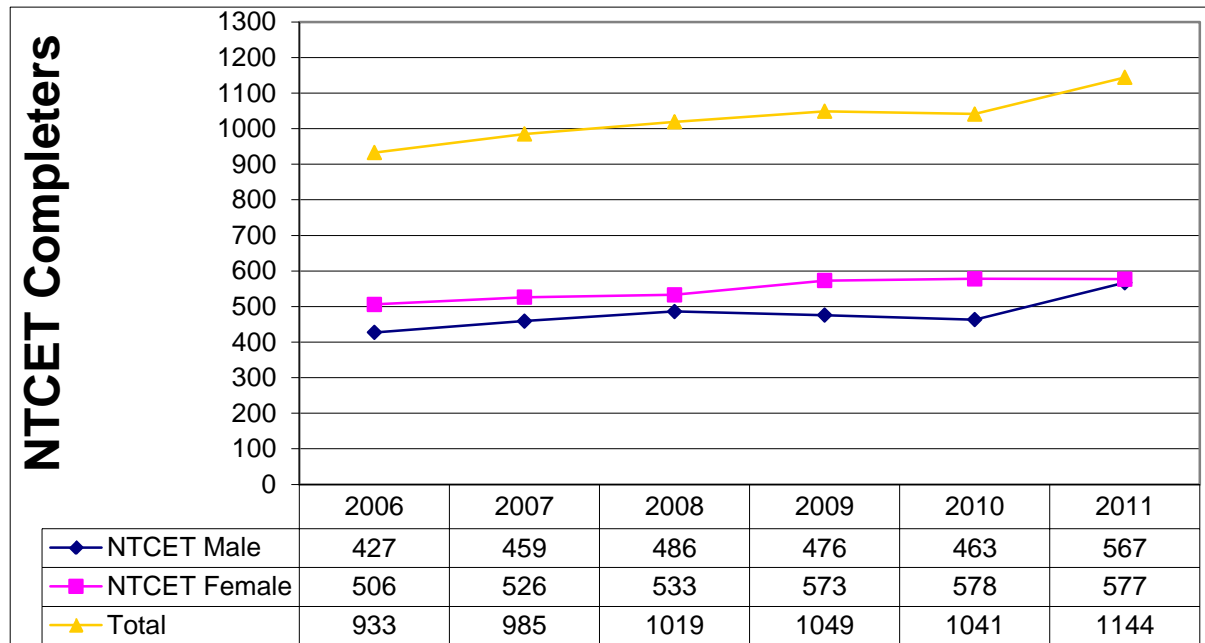
A Results Enquiry Service (RES) was available to Year 12 students and their parents from 21 December 2011 – 6 January 2012. This service, operating from the Curriculum, Teaching, and Phases of Learning Division, Department of Education and Training, assisted students with interpreting results and provided support to students and parents about future pathways. Students were able to access the service via a free call number. The RES staff received approximately 20 calls.

2011 Northern Territory Certificate of Education and Training (NTCET) Statistics

NTCET completion by government and non-government sector

The following graph shows student achievement in the NTCET from 2006 - 2011.

Figure 1 Total Number of NTCETs issued 2006 – 2011



1751 Northern Territory students studied one or more Stage 2 subjects in 2011. Of these students, 1281 students had the correct enrolment pattern to be eligible to complete their NTCET during 2011.

The Northern Territory Board of Studies (NTBOS) issued 1144 Northern Territory Certificates of Education and Training to students in 2011. The completion rate was 89%, a decrease from 94% in 2010.

Of the Stage 2 students who received their certificate in 2011, 577 (50.4%) were female and 567 (49.6%) male. 2011 saw an increase in approximately 100 additional males from 2010 who gained an NTCET.

Figure 2 Total Number of NTCETs issued to government and non-government students, 2006 – 2011

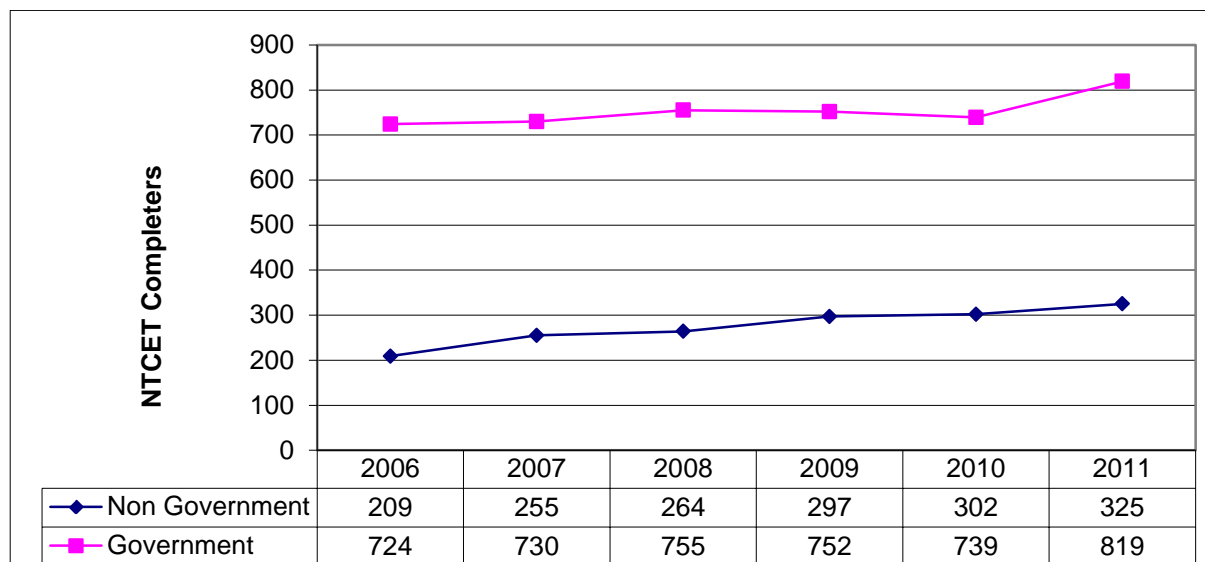


Figure 2 shows that there has been a steady increase in the number of students receiving the NTCET from 2006 to 2010 at government and non-government schools. In 2011, there was an increase of 13% in students gaining an NTCET in government schools.

Figure 3 Number of potential NTCET completers compared to the number of Year 12 enrolments, 2006 – 2011



To be a potential completer, a student’s subject enrolment prior to 2011 must allow them to:

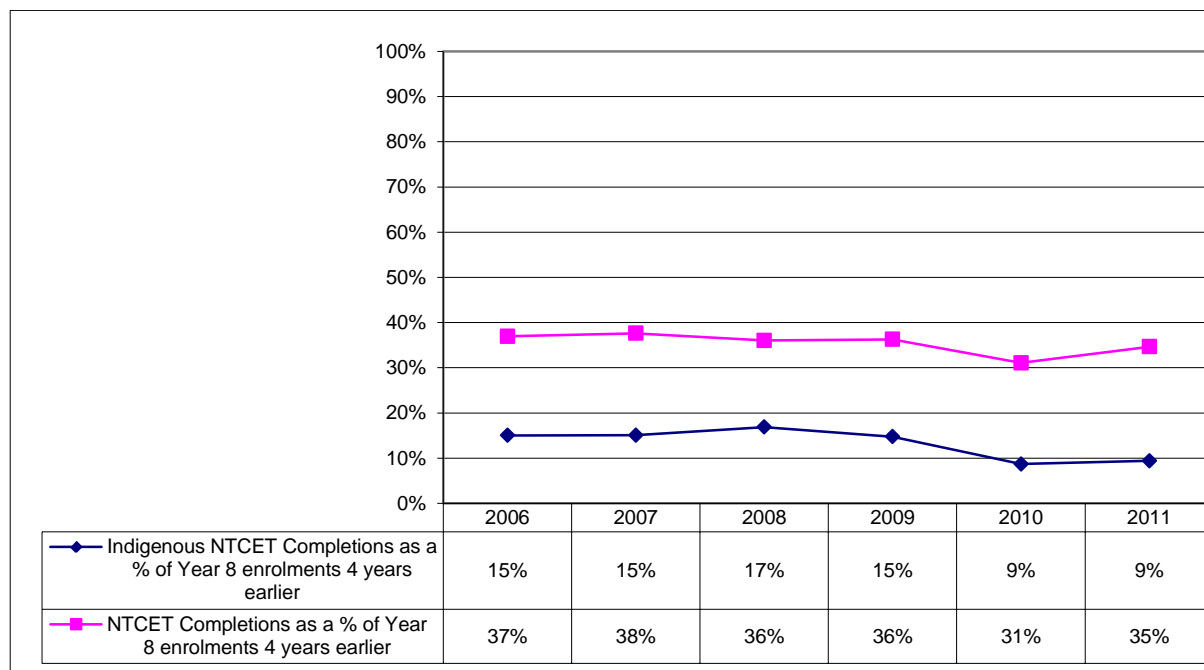
- meet the NTCE pattern
- record achievement in 22 units and
- obtain satisfactory achievement in at least 16 of them.

To be a potential completer in 2011 a student’s subject enrolment must allow them to:

- meet the NTCET pattern
- record achievement in 200 credits
- obtain satisfactory achievement in at least 140 credits

Figure 3 shows that in 2011, approximately 75% of students who start the year enrolled in Year 12 become potential completers. However, many students who were enrolled in Year 8 four years prior do not reach Year 12 as indicated by Figure 4. This number includes students who have left school for employment or transferred to a school interstate.

Figure 4 Number of NTCET completions compared to the number of Year 8 students five years earlier, 2006 – 2011



Note: The DET Strategic Policy and Performance Division have revised some of their Age Grade Census figures from 2006 to 2009 and therefore some of the percentages in this graph may have changed from previously published.

Figure 4 shows that less than 20% of Indigenous Year 8 students go on to complete their NTCET four years later and less than 40% of all Year 8 students go on to complete their NTCET four years later. The significant drop between 2009 and 2010 can be attributed to a significant increase in both the number of Year 8 Indigenous students and all Year 8 students between 2005 and 2006. This was due to the reclassification of grading in several schools from “ungraded” into Year 8.

Indigenous Completion

Of the 1144 students receiving their NTCET, 148 (13%) identified as Indigenous.

The 148 students comprised 70 females and 78 males. Four Indigenous students achieved their NTCET studying in their own community in 2011: Maningrida School (1), Ramingining School (2) and Yirrkala School (1). Eight students who were located in a remote location completed their NTCET at NT Open Education Centre. There were a total of 32 in 2010.

The top Indigenous NTCET student was from Casuarina Senior College.

Figure 5 Total Number of NTCETs issued by Indigenous status, 2006 – 2011

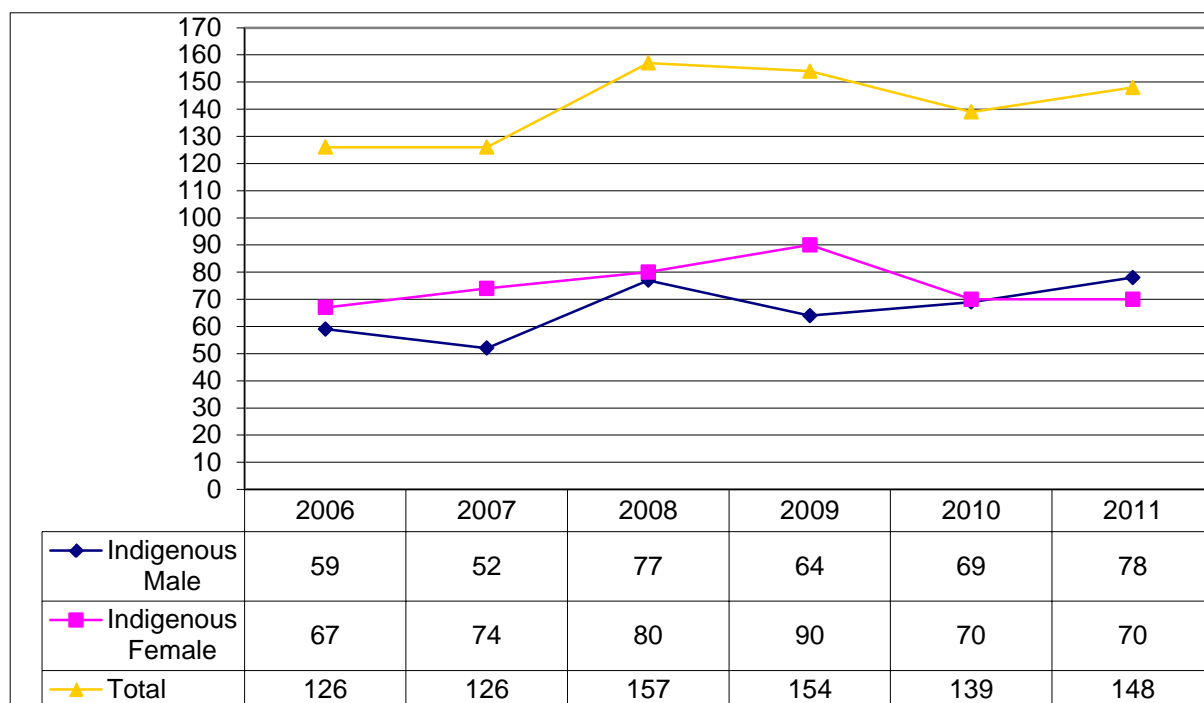


Figure 5 shows that the number of Indigenous NTCET completers is on a slight upward trend. In 2011 there was an increase in completions by urban Indigenous students. The fluctuations in Indigenous NTCET completer numbers are characteristic of the early stages of development of the remote schools. The cohorts coming through the schools are not consistent in size or nature and in 2011 there was a significant decrease in completions. This will change over time and numbers will become more settled. As indicated previously in Figure 4, less than 20% of Indigenous Year 8 students go on to complete their NTCET.

Longitudinal Data

Table 1 Students Enrolled as Year 12 compared to NTCETs issued, 2006 - 2011

Students enrolled as Year 12 compared to NTCETs Issued

Year	Total Year 12 Students*# (%NTCET)	Possible Completing Students** (%NTCET)	Year 12 Female*# (%Yr 12)	Year 12 Male*# (%Yr 12)	NTCET Issued	NTCET Female (%NTCET)	NTCET Male (%NTCET)
2011	1711 68%	1281 90%	826 48%	885 52%	1144	577 50%	567 50%
2010	1693 61%	1104 94%	901 53%	792 47%	1041	578 56%	463 44%
2009 #	1677 63%	1133 93%	878 52%	799 48%	1049	573 55%	476 45%
2008	1678 61%	1190 86%	866 52%	812 48%	1019	533 52%	486 48%
2007	1675 59%	1113 88%	865 52%	810 48%	985	526 53%	459 47%
2006	1572 59%	1052 89%	816 52%	756 48%	933	506 54%	427 46%

* prior to 2010 the data for this table is based on August Age-Grade Census provided by NT DET Business, Planning and Information Division. Remaining data is provided by NT DET Strategic Policy & Performance Division

** Previously these students were referred to as being enrolled in 10 or more stage 2 units. Up until 2010 they are defined as being enrolled in 6 stage 2 units with a total enrolment of 22 units. In 2011, they are defined as enrolled in 60 Stage 2 credits with a total enrolment of 200 credits.

2006 to 2009 figures revised from the Age Grade Census on 24 March 2011.

Top Twenty and Merit Students

The top twenty students in the Northern Territory are recognised every year by the Northern Territory Board of Studies. These students gained university aggregates that ranged from 74.6 to 79.4 out of 80. Eleven (52%) of the top twenty students were female and ten (48%) were male (there were twenty-one students acknowledged in 2011 with two students gaining university aggregates of 74.6).

Nine of the twenty-one students in the top twenty were from Darwin High School, eight from Casuarina Senior College and one each from Our Lady of the Sacred Heart College, Alice Springs, St Philip's College, St John's College and Taminmin College.

Subject Merits are presented to students for meritorious achievement in a SACE Board-accredited subject. Students can gain a Subject Merit in a Stage 2 SACE Board-accredited subject, if they meet the following two criteria:

1. gain an overall subject grade of A+ for that subject, and
2. be selected by a panel, appointed by the SACE Board, as demonstrating exceptional achievement in the subject. Typically, fewer than 2% of the subject cohort would meet this criterion.

This is changed from the NTCE Certificates of Merit which were awarded to students who achieved the maximum score of 20 out of 20 for a subject or outstanding achievement in a Community Studies subject.

Twenty-six Certificates of Merit were awarded to 25 students in 14 subjects from 9 schools. One (4%) of the 26 Certificates of Merit was awarded to an Indigenous student.

Stage 1 Results

Figure 6 below provides the percentage of students by learning area that obtained a grade of C or above.

All students awarded a result in any subject in the learning area have been included.

Figure 6 Stage 1 Results by Learning Area, 2011

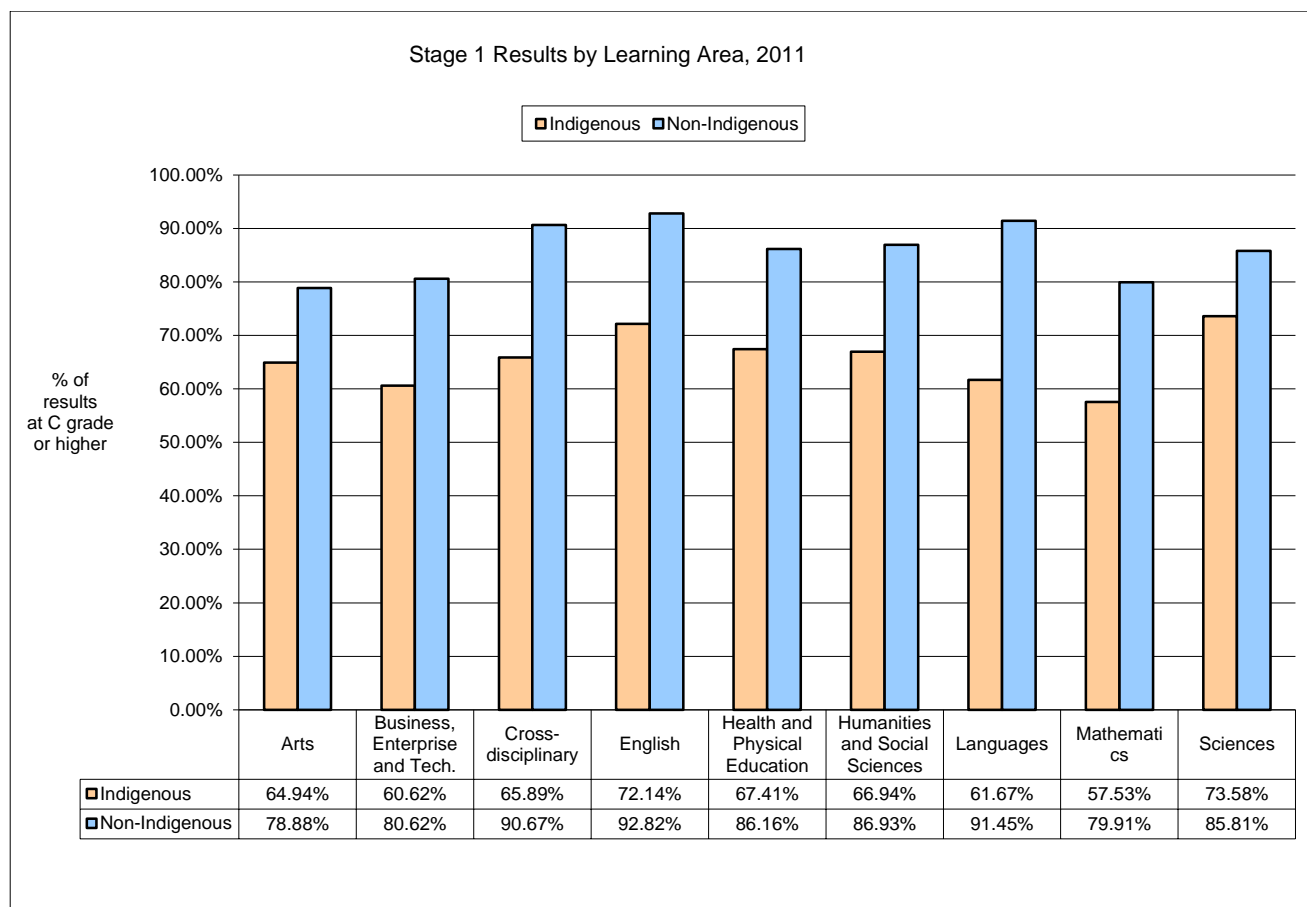


Figure 6 shows that the percentage of Indigenous students obtaining a grade of C or above at Stage 1 is significantly less than that of non-Indigenous students across all learning areas.

The learning areas where there are smaller differences in the percentage of students obtaining a grade of C or above are in Health and Physical Education and Sciences. The lowest rates of students obtaining a grade of C or above by learning area are in Mathematics for Indigenous students and Arts for non-Indigenous students.

Stage 2 Results

Figure 7 below provides the percentage of students who gained satisfactory achievement or outstanding achievement. All students awarded a result in any subject in the learning area have been included.

Figure 7 Stage 2 Results by Learning Area, 2011

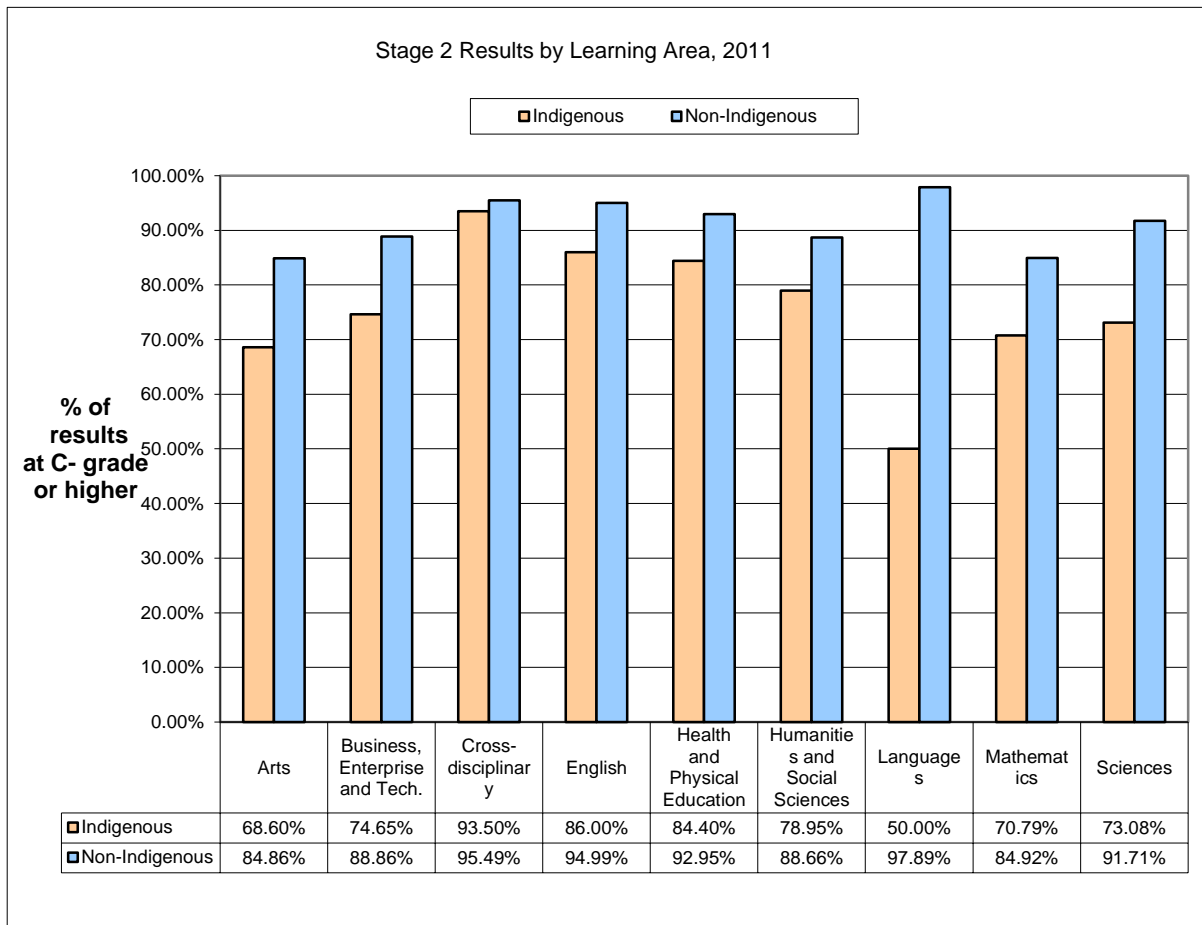


Figure 7 shows that the percentages of Indigenous students gaining satisfactory achievement at Stage 2 are less than those of non-Indigenous students in all learning areas.

The learning areas with the largest differences in the percentage of students gaining satisfactory achievement are Languages and Sciences. For Indigenous students, Languages and Arts are the learning areas with the lowest rates of satisfactory achievement and for non-Indigenous students Mathematics and Arts are the learning areas with the lowest rates of satisfactory achievement

Vocational Education and Training (VET) that contributes to the NTCET

Table 2 NTCET students and their VET completions

VET Completions	2011
Number of students who completed the NTCET with VET	510
Number of students who completed the NTCET and wouldn't have done so without VET	213

In the Northern Territory Certificate of Education and Training, Vocational Education and Training can count at both the Stage 1 and 2 level. A completed Certificate III qualification and above can be used to calculate a students' Australian Tertiary Admissions Rank.

Forty-four percent of students completed VET competencies and an NTCET. Eighteen percent of students used the VET to complete their NTCET.

Northern Territory Board of Studies Student Awards 2011

The Board holds student award presentation ceremonies each year in Alice Springs and Darwin to publicly recognise the achievements of the year's outstanding students. The events are held in the first two weeks in February hosted by the Chief Minister of the Northern Territory and the Minister for Education and Training.

The ceremonies recognised academic excellence among 2011 school leavers. It formally recognised the top 20 students in the Northern Territory Certificate of Education and Training (NTCET) merit awards for Stage 2 Board accredited subjects; the students who were awarded the Australian Student's Prize; and our top students in industry-sponsored awards for particular subjects. In total 102 awards were presented at these ceremonies.

Awards presented to the 2011 graduates at the ceremonies held in Alice Springs and Darwin on 2 and 10 February 2012 were:

- Chief Minister's award for the Most Outstanding Stage 2 NTCET student
- Chief Minister's award for the Most Outstanding Stage 2 NTCET Open Education student
- Chief Minister's award for the Most Outstanding Stage 2 NTCET Indigenous student
- GTNT Most Outstanding School-Based Apprentice or Trainee of the Year award
- Australian Students' Prize
- Top twenty Year 12 Northern Territory Certificate of Education and Training students
- Year 12 Certificates of Merit (stage 2)
- Ian MacGregor Rotary award for English Studies
- Ian MacGregor Rotary award for excellence in English Communications (new award)
- Mathematics Teachers Association of the Northern Territory Vic Czernekjy Mathematics award
- NT Treasury Mathematics award (new award)
- Australian Computer Society Information Technology award
- Department of Business and Employment Business and Enterprise award
- Dennis Thomson Estate and Australian Veterinary Association (NT Division) Science award
- Administrator's Medal for the top primary school student
- Administrator's Medal for the top middle school students
- Minister's award for the Most Outstanding International Baccalaureate Student
- International Baccalaureate Certificates of Merit
- International Association of Hydrogeologists (NT) Geography award
- Telstra Top Remote Indigenous student award
- Telstra Remote Indigenous Student award (two awards)
- Vocational Education and Training in Schools Year 11 award
- Northern Territory Music School Music award
- Royal Australian Chemical Institute Chemistry award
- Charles Darwin University Top Ten Australian Tertiary Admission Rank student awards
- Charles Darwin University Top Indigenous Australian Tertiary Admission Rank award
- Australian Meteorological and Oceanographic Society Physics award
- NT Indigenous Education Council Indigenous NTCET with VET award
- Law Society NT Legal Studies award (new award)
- Menzies School of Health Research Biology award (new award)

The Board acknowledges and thanks Territory businesses, organisations, individuals and government agencies that provide generous sponsorship for these awards.

Winners of 2011 Awards:

Chief Minister's Award for the Most Outstanding Stage 2 NTCET Student

Jarrad Dickson Our lady of the Sacred Heart College

Chief Minister's Award for the Most Outstanding Stage 2 NTCET Indigenous Student

Alana Manhire Casuarina Senior College

Chief Minister's Award for the Most Outstanding Stage 2 NTCET Open Education Student

Jessica Pickworth NT Open Education Centre

Minister's Award for the Most Outstanding International Baccalaureate Student

Jack Anstey Kormilda College

Top Twenty ranked Year 12 NTCET Students

<i>Name</i>	<i>School</i>	<i>Score</i>	<i>Rank</i>
Jarrad Dickson	Our Lady of the Sacred Heart College	79.4	1
Declan Gaggin	Darwin High School	78.4	2
Felix Baker	Darwin High School	77.8	3
Natalie Tieck	St Philip's College	77.4	4
Dominique Giese	Darwin High School	77.2	5
Nerida Liddle	Darwin High School	76.9	6
Monica Mu	Casuarina Senior College	76.6	7
David Ung	Taminmin College	76.4	8
Belinda Schmidt	Casuarina Senior College	76.2	9
Shinoi Chunatu Sunil Kumar	Casuarina Senior College	75.8	10
Stevie Cosentino	Casuarina Senior College	75.8	10
Clarisa Lopez	Darwin High School	75.8	10
Paul Lee	Casuarina Senior College	75.6	13
Amy Chin	Darwin High School	75.4	14
Brandon Mu	Casuarina Senior College	75.4	14
Fletcher Luders	Casuarina Senior College	75.2	16
Kartikeya Singh-Freeman	Darwin High School	75.2	16
Bonnie Batton	St John's College	75.1	18
Lauren Thompson	Darwin High School	74.8	19
Annabelle Harbison	Casuarina Senior College	74.6	20
Max Proft	Darwin High School	74.6	20

Australian Student Prize

Jack Anstey	Kormilda College
Felix Baker	Darwin High School
Jarrad Dickson	Our Lady of the Sacred Heart College
Declan Gaggin	Darwin High School
Natalie Tieck	St Philip's College

Year 12 Certificates of Merit

<i>Name</i>	<i>Last Name</i>	<i>School</i>	<i>Subject</i>
Shinoi	Chunatu Sunil Kumar	Casuarina Senior College	English as Second Language Studies
Katherine	Ciesiolka	Casuarina Senior College	English Communications
Jessica	Dally	Casuarina Senior College	English Communications
Michelle	Lay	Casuarina Senior College	English as Second Language Studies
Fletcher	Luders	Casuarina Senior College	English Communications
Corrine	McMaster	Casuarina Senior College	English Communications
Brandon	Mu	Casuarina Senior College	Chemistry
Monica	Mu	Casuarina Senior College	English as Second Language Studies
Belinda	Schmidt	Casuarina Senior College	Chemistry
Connor	Skoss	Centralian Senior College	English Studies
Felix	Baker	Darwin High School	Mathematical Studies and Specialist Mathematics
Shannon	Dyer	Darwin High School	Health
Declan	Gaggin	Darwin High School	Specialist Mathematics
Nerida	Liddle	Darwin High School	Mathematical Studies
April	Prime	Darwin High School	Visual Arts - Art
Yige	Wang	Darwin High School	Mathematical Studies
Matthew	Bell	Katherine High School	Scientific Studies
Nadine	Austral	Kormilda College	Workplace Practices
Kathleen	Withers	Kormilda College	Research Project B
Julian	Wright	Marrara Christian College	Mathematical Methods
Jessica	Pickworth	NT Open Education Centre	Visual Arts - Art
Sarah	Young	O'Loughlin Catholic College	Creative Arts
Jarrad	Dickson	Our Lady of the Sacred Heart College	Physics and Specialist Mathematics
Natalie	Tieck	St Philip's College	Specialist Mathematics

Mathematics Teachers Association of the Northern Territory Vic Czernezkyj Mathematics Award

Felix Baker	Darwin High School
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NT Treasury Mathematics Award

Julian Wright	Marrara Christian College
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Ian MacGregor Rotary Award for English Studies

Connor Skoss	Centralian Senior College
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Ian MacGregor Rotary Award for Excellence in English Communications

Corrine McMaster	Casuarina Senior College
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Department of Business and Employment Business and Enterprise award
Ray Nguyen Taminmin College

Dennis Thomson Estate and Australian Veterinary Association (NT Division) Science Award
Jarrad Dickson Our Lady of the Sacred Heart College

Royal Australian Chemical Institute (NT) Chemistry Award
Belinda Schmidt Casuarina Senior College
Brandon Mu Casuarina Senior College

Australian Computer Society (NT) Information Technology Award
Megan Cunningham Taminmin College

International Association of Hydrogeologists (NT) Geography Award
Olivier Skov Kormilda College

Telstra Top Remote Indigenous Student Award
Melinda Phillips NT Open Education Centre/Jabiru Area School

Telstra Remote Indigenous Student Award
Travis Vigona NT Open Education Centre/Jabiru Area School
Ruby Alderton Yirrkala School

Northern Territory Music Schools Music Award
Sean Hutton Darwin High School

GTNT Most Outstanding School-Based Apprentice/Trainee of the Year Award
Gabriel Thorbjornsen NT Open Education Centre

Australian Meteorological and Oceanographic Society Physics Award
Jarrad Dickson Our Lady of the Sacred Heart College

Northern Territory Indigenous Education Council Indigenous NTCET with VET Award
Nadine Austral Kormilda College

Charles Darwin University Top Indigenous Australian Tertiary Admission Rank Award
Alana Manhire Casuarina Senior College

Law Society NT Legal Studies Award
Thomas Spedding Darwin High School

Administrator's Medal for Territory Primary Years Scholar
Aaron Baseley Bradshaw Primary School

Administrator' Medals for Territory Middle Years Scholar
Matthew Hammond Palmerston Senior College

Menzies School of Health Research Biology Award
Dominique Giese Darwin High School

NT Board of Studies Year 11 Vocational Education and Training in Schools Award
Melissa Whatley Taminmin College

Charles Darwin University Top Ten ATAR Awards

<i>Name</i>	<i>School</i>
Jack Anstey	Kormilda College
Jarrad Dickson	Our Lady of the Sacred Heart College
Declan Gaggin	Darwin High School
Felix Baker	Darwin High School
Dominique Giese	Darwin High School
Nerida Liddle	Darwin High School
Natalie Tieck	St Philip's College
Mitchell Ward	Kormilda College
Monica Mu	Casuarina Senior College
David Ung	Taminmin College

International Baccalaureate Certificates of Merit

<i>Name</i>	<i>School</i>	<i>Category</i>
Nikolas Alexopoulos	Kormilda College	Physics standard level, Economics higher level, Chemistry higher level, Physics standard level and Mathematics standard level
Jack Anstey	Kormilda College	Spanish ab initio standard level, Physics higher level, Mathematics higher level, Physics standard level, Mathematics standard level and Economic Extended Essay
Alexandra Cutts Worthington	Kormilda College	Chemistry higher level, Physics higher level and Mathematics standard level
Nicki Joyce	Kormilda College	Physics standard level and Mathematics standard level
Pawan Koirala	Kormilda College	Chemistry higher level, Physics higher level and Theory of Knowledge
Oluwatobi K Martins	Kormilda College	Biology higher level
Oluwatomi A Martins	Kormilda College	Chemistry standard level
Chloe Moo	Kormilda College	Environmental Systems & Societies standard level and Theatre higher level
Karim Moummar	Kormilda College	Spanish B higher level and Physics standard level
Mitchell Ward	Kormilda College	Economics higher level, Chemistry higher level and Physics higher level
Gabrielle Williams	Kormilda College	French B standard level and Mathematics standard level
Klara Hussie	Kormilda College	Biology Extended Essay
Julia Short	Kormilda College	Biology Extended Essay

Northern Territory Board of Studies Awards for Academic Excellence

The Board offers Academic Excellence awards to students in their final years of primary, middle and senior schooling. The Academic Excellence award consists of a Certificate of Merit and a monetary prize of \$50.

Students who received the Academic Excellence award for the 2011 school year are listed below:

Year 12 Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Liam	Wilson	Barkly College - Tennant Creek High School
Ashley	Bradford	Borroloola School
Belinda	Schmidt	Casuarina Senior College
Kathleen	Sherrin	Centralian Senior College
Felix	Baker	Darwin High School
Declan	Gaggin	Darwin High School
Dominique	Giese	Darwin High School
Veronica	Maxwell	Good Shepherd Lutheran College
William	Treacy	Kormilda College
Bjorn	Skoog	Nhulunbuy High School
Jessica	Pickworth	NT Open Education Centre
Katrina	Orian	O'Loughlin College
Rowan	Smith	Palmerston Senior College
Taylor	Opie	Palmerston Senior College
Bonnie	Batton	St Johns College Darwin
Natalie	Tieck	St Philips College Alice Springs
David	Ung	Taminmin College

Year 12 International Baccalaureate

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Jack	Anstey	Kormilda College

Year 12 Indigenous Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Richelle	Watson	Barkly College - Tennant Creek High School
Alana	Manhire	Casuarina Senior College
Troy	Lawton	Centralian Senior College
Shari	Fuller	Darwin High School
Nadine	Austral	Kormilda College
Katie	Johnson	Nhulunbuy High School
		NT Open Education Centre/Jabiru Area School
Melinda	Phillips	O'Loughlin College
Mel	Ha	Palmerston Senior College
Caitlin	Carne	Palmerston Senior College
Lavinia	Ketchell	St Johns College Darwin
Kynan	Barnes	St Philips College A/Springs
Max	Emery	Taminmin College

Year 12 – Learning Support Achievers

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Richie	Holt	Barkly College - Tennant Creek High School
Zachary	Andrews	Centralian Senior College
Benjamin	Griffin	Centralian Senior College
Kyle	Orrock	Good Shepherd Lutheran College
Nessie	Frumenzi	Nhulunbuy High School
Manisha	Buick-Martin	Palmerston Senior College
Braydon	Stokes	St Johns College Darwin
Hayley	Cockman	Taminmin College

Year 12 – Personal Achievements

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Matthew	Perry	Casuarina Senior College

Year 9 Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Alex	Riches	Alyangula Area School
Tiffany	Tregea	Araluen Christian College
Emily	Simmonds	Batchelor Area School
Hannah	Baldock	Barkly College - Tennant Creek High School
Tiarnie	Dixon	Borrooloola School
Gimin	Beack	Darwin Middle School
Adam	Johnston	Dripstone Middle School
Matthew	Humphreys	Dripstone Middle School
Katrine	Horne	Good Shepherd Lutheran College
Jessica	Bailey	Gunbalanya School
Alexandra	Stewart	Kormilda College
Joanna	Farrell	Katherine School of the Air
Mathew	O'Meara	Nightcliff Middle School
Shannon	Veltman	Nhulunbuy Christian College
Rebecca	Hill	Nhulunbuy High School
Adrienne	Furlan	O'Loughlin Catholic College
Meg	Smith	Palmerston Christian School
Isobel	Cammarano	Sanderson Middle School
Jamie	Kleefsmann	Sattler Christian College
Emma	Crowhurst	St Joseph's Catholic College
Madelyn	Deigan	St Johns College
Ainsleigh	Bilato	St Philip's College
Jack	Hopkinson	Taminmin College

Year 6 Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Kasey	Witham	Adelaide River Primary School
Zion	De Groot	Alawa Primary School
Mitchell	Smith	Alice Springs School of the Air
Connor	Larkin	Alyangula Area School
Cassidy	Gerken	Anula Primary School
Kai	Simpson	Araluen Christian College
Skye	King	Bakewell Primary School
Claire	Wright	Barkly College - Tennant Creek Primary

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Lauren	Maccioni	School
Sian	Wright	Batchelor Area School
Rachael	Staunton	Bees Creek Primary School
Zara	Pluto	Berry Springs Primary School
Aaron	Baseley	Borroloola School
Alexandra	Rosewarne	Bradshaw Primary School
Lauren	Kingsley	Braitling Primary School
Kate	Mclennan	Casuarina Street Primary School
Daniel	Reed	Clyde Fenton Primary School
Ella	Mahomet	Douglas Daly School
Alyssa	Ison	Driver Primary School
Samuel	Vanderboon	Durack School
Ashleigh	Wright	Gillen Primary School
Kurt	Manakgu	Good Shepherd Lutheran College
Cassandra	Lew Fatt	Gunbalanya School
Nathan	Hochman	Gray Primary School
Terell	Ricardo	Holy Family Catholic Primary School
Timothy	Saunders	Holy Spirit School
Ayla	Thorbjornsen	Howard Springs Primary School
Ellie	Price	Humpty Doo Primary School
Kadence	Richter	Jingili Primary School
Eric	Matthias	Katherine South Primary School
Brian	Stockwell	Karama Primary School
Casey	Kirby	Katherine School of the Air
Rhenz	Flores	Larapinta Primary School
Bee	Allen	MacFarlane Primary School
Auryn B	Russell	Malak Primary School
Ellyane	Wall	Mataranka School
Lotus	Kelly	Moil Primary School
Mattias	Cedervall-Norton	Nakara Primary School
Lucy	Laverack	Nhulunbuy Primary School
Thomas	Kersemakers	Nhulunbuy Christian College
Kailey	Coble	Nightcliff Primary School
Juliette	Parsons	Palmerston Christian School
Maddison	Curtis	Parap Primary School
Chloe	Southam	Rosebery Primary School
Alyssa	Kerr	Ross Park Primary School
Kaitlyn	Kerr	Sacred Heart Primary School
Lance	Kaesler	Sacred Heart Primary School
Jesse	Pallisier	Sadadeen Primary School
Alfio	Dilettoso	Sattler Christian College
Georgia	Neate	St Andrew Lutheran Primary
Jessica	Phelan	St Francis Assisi School
Uday	Alexander	St Joseph's Catholic College
Patrick	Mott	St Mary's Primary School
Dion	Choong	St Pauls School - Nightcliff
Alasdair	McGregor	Stuart Park Primary School
Latesha	Robertshaw	Wulagi Primary School
Ethan	Prosser	Wanguri Primary School
		Woodroffe Primary School

2011 Membership of the Board

Chairperson
Professor Steven Larkin

Members	Member category
Mr Christopher Young	One of two members who represent the interests of employers
Mr John Emslie and Ms Marcia Kelley	One of two members who represent the interests of employers
Ms Susan Crowe	Member who represents the interests of head teachers of primary schools
Professor Marguerite Maher and Professor Peter Kell	Member who represents post-school education
Ms Jennifer Nash	Member who represents the interests of head teachers of secondary schools
Ms Shelley Martin	Member who represents the interests of teachers
Ms Wendy Troe	Member who represents the interests of parents of children who attend remote schools
Mr David Cannon	Member nominated by the Association of Independent Schools of the Northern Territory
Ms Saraswathi Griffiths-Chandran	Member who represents the interests of parents of children who attend government schools
Mr Henry Gray	Member who is an employee of the Department administering the <i>Education Act</i>
Dr Susan Bandias	Member nominated Unions NT
Mrs Sharon Duong	Member nominated by the Northern Territory Catholic Education Office
Ms Judith Austin	Member who represents the interests of parents of children who attend non-government schools
Ms Pauline Schober	Member who represents the interests of Indigenous people
Mr Rodney Smith	Member nominated by the Northern Territory branch of the Australian Education Union

Stage 1 subjects 2011

ARTS

Creative Arts
Creative Arts: Modified
Dance
Drama
Music Experience
Music Advanced
Visual Arts — Art
Visual Arts — Design

BUSINESS, ENTERPRISE AND TECHNOLOGY

Accounting
Business and Enterprise
Business and Enterprise: Modified
Communication Products
Information Processing and Publishing
Information Technology
Material Products
Systems and Control Products
Workplace Practices

CROSS-DISCIPLINARY

Community Studies
Cross-disciplinary Studies
Cross-disciplinary Studies: Modified
Integrated Learning
Personal Learning Plan
Personal Learning Plan: Modified

ENGLISH

English
English as a Second Language
English Pathways
English Pathways: Modified
Literacy for Work and Community Life

HEALTH AND PHYSICAL EDUCATION

Child Studies
Food and Hospitality
Health
Health: Modified
Outdoor Education
Physical Education

HUMANITIES AND SOCIAL SCIENCES

Aboriginal Studies
Ancient Studies

Australian and International Politics
Economics
Geography
History
Legal Studies
Media Studies
Philosophy
Religion Studies
Society and Culture
Society and Culture: Modified
Tourism
Women's Studies

LANGUAGES

Arabic (beginners)
Arabic (continuers)
Armenian (continuers)
Auslan (continuers)
Australian Languages
Bosnian (continuers)
Chinese (background speakers)
Chinese (beginners)
Chinese (continuers)
Croatian (continuers)
Dutch (continuers)
Filipino (continuers)
French (beginners)
French (continuers)
German (beginners)
German (continuers)
Hebrew (continuers)
Hindi (continuers)
Hungarian (continuers)
Indonesian (beginners)
Indonesian (continuers)
Italian (beginners)
Italian (continuers)
Japanese (background speakers)
Japanese (beginners)
Japanese (continuers)
Khmer (continuers)
Korean (background speakers)
Language and Culture
Language and Culture: Modified
Latin(continuers)*
Macedonian(continuers)
Maltese(continuers)
Modern Greek (beginners)

Modern Greek (continuers)
Persian (background speakers)
Polish (continuers)
Portuguese (continuers)
Punjabi (continuers)
Romanian (continuers)
Russian (background speakers)
Russian (continuers)
Serbian (continuers)
Sinhala (continuers)
Spanish (beginners)
Spanish (continuers)
Swedish (continuers)
Tamil (continuers)
Turkish (continuers)
Ukrainian (continuers)
Vietnamese (background speakers)
Vietnamese (continuers)
Yiddish (continuers)

MATHEMATICS

Mathematical Applications
Mathematics
Mathematics Pathways
Mathematics Pathways: Modified
Numeracy for Work and Community Life

SCIENCES

Agriculture and Horticulture
Biology
Chemistry
Geology
Nutrition
Physics
Psychology
Scientific Studies
Scientific Studies: Modified

SELF-DIRECTED COMMUNITY LEARNING PROGRAMS

Community Development
Independent Living
Performance
Recreation Skills and Management
Self-development
Sports Skills and Management
Volunteering
Works Skills and Career Development

Stage 2 subjects 2011

ARTS

Creative Arts:

Creative Arts
Creative Arts: Modified
Dance
Drama

Music:

Composing and Arranging
Ensemble Performance
Musicianship
Music in Context
Music Individual Study
Music Technology
Performance Special Study
Solo Performance

Visual Arts:

Visual Arts – Art
Visual Arts - Design

BUSINESS, ENTERPRISE and TECHNOLOGY

Accounting

Business and Enterprise

Business and Enterprise
Business and Enterprise: Modified

Design and Technology

Communication Products I
Communication Products II
Material Products I
Material Products II
Systems and Control Products I
Systems and Control Products II
Information Processing and Publishing
Information Technology

Workplace Practices

Workplace Practices A
Workplace Practices B
Workplace Practices

CROSS-DISCIPLINARY

Community Studies

Arts and the Community
Business and the Community
Communication and the Community
Design, Construction and the Community
Environment and the Community
Foods and the Community
Health, Recreation and the Community
Science and the Community
Technology and the Community
Work and the Community

Cross-Disciplinary Studies

Cross-Disciplinary Studies
Cross-Disciplinary Studies: Modified
Integrated Learning
Research Project
Research Project: Modified

ENGLISH

English as a Second Language
English as Second Language Studies
English Communications

English Pathways

English Pathways
English Pathways: Modified
English Studies

HEALTH AND PERSONAL DEVELOPMENT

Child Studies
Food and Hospitality

Health

Health
Health: Modified
Outdoor Education
Physical Education

HUMANITIES AND SOCIAL SCIENCES

Aboriginal Studies
Australian and International Politics

Australian History
Classical Studies
Economics
Geography
Legal Studies
Media Studies
Modern History
Philosophy
Religion Studies

Society and Culture

Society and Culture
Society and Culture: Modified
Tourism
Women's Studies

LANGUAGES

Albanian (continuers)
Arabic (beginners)
Arabic (continuers)
Armenian (continuers)
Auslan (continuers)

Australian Languages

First Language Maintenance I
First Language Maintenance II
Language Awareness I
Language Awareness II
Language Revival I
Language Revival II
Second Language Learning I
Second Language Learning II
Bosnian (continuers)
Chinese (background speakers)
Chinese (beginners)
Chinese (beginners)
Croatian (continuers)
Dutch (continuers)
Filipino (continuers)
French (beginners)
French (beginners)
German (beginners)
German (continuers)
Hebrew (continuers)
Hindi (continuers)
Hungarian (continuers)
Indonesian (beginners)
Indonesian (continuers)
Italian (beginners)
Italian (continuers)
Japanese (background speakers)
Japanese (beginners)

Japanese (continuers)
Khmer (continuers)
Korean (background speakers)

Languages and Culture

Language and Culture
Language and Culture: Modified
Latin (continuers)
Macedonian (continuers)
Malay (background speakers)
Maltese (continuers)
Modern Greek (beginners)
Modern Greek (continuers)
Persian (background speakers)
Polish (continuers)
Portuguese (continuers)
Punjabi (continuers)
Romanian (continuers)
Russian (background speakers)
Russian (continuers)
Serbian (continuers)
Sinhala (continuers)
Spanish (beginners)
Spanish (continuers)
Swedish (continuers)
Tamil (continuers)
Turkish (continuers)
Ukrainian (continuers)
Vietnamese (background speakers)
Vietnamese (continuers)
Yiddish (continuers)

MATHEMATICS

Mathematical Applications
Mathematical Methods

Mathematical Pathways

Mathematical Pathways
Mathematical Pathways: Modified
Mathematical Studies
Specialist Mathematics

SCIENCE

Agriculture and Horticulture

Agricultural and Horticultural Applied
Technologies
Agricultural and Horticultural
Enterprise
Agricultural and Horticultural
Management
Agricultural and Horticultural
Principles

Agricultural and Horticultural
Science
Agricultural and Horticultural Studies
Biology
Chemistry
Geology
Nutrition
Physics
Psychology

Scientific Studies

Scientific Studies

Scientific Studies: Modified

