

Northern Territory Board of Studies (NTBOS)

Confirmed Minutes

Time: 08:30-16:00

Date: 19 October 2022

Location: Plummer Room, Level 14 Mitchell Centre, Darwin

Item No.	Agenda Item	Summary of discussions
1	Attendance	In-person attendance (Plummer Room, Level 14, Department of Education Offices, Mitchell Centre, Darwin).
1.1	Present – members	Ralph Wiese, Rachel Boyce, Roland Houareau, Tabitha Fudge, Charles (Fred) Richardson, Jacqueline Langdon, Julianne Willis, Gavin Morris, Pauline Schober, Stephen Nimmo.
1.2	Apologies – members	Susan Bowden
1.3	Present – non-member participants	Saeed Amin, Deputy Chief Executive Regional Services, Department of Education (Proxy for Susan Bowden) Michaela Bensley, Acting Chief Executive Officer, SACE Board, Tony Considine, Executive Director Quality Standards and Regulation, Department of Education; Tanya Salabay, Director School Reviews and Operational Policy; Anne Donnelley, Director Curriculum, Pedagogy and Assessment 7-12, Teaching and Learning Services, Department of Education; Greg Franks, Director, Transition Support Unit, Department of Education, Mardi Rothwell, Assistant Director, Department of Education, Neil Gibson, Assistant Director, Department of Education, Luke Carter, EALD, Bilingual Education, ILC and Culturally Responsive Learning Assistant Director, Department of Education, NT Board of Studies Consultant, Department of Education.

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2	Opening remarks	Meeting commenced at 08.40am with Acknowledgement of Country provided by the Chair, Mr Ralph Wiese.
3	Minutes of the previous meeting	<p>The minutes of the meeting held on 12 August 2022 were circulated to members out of session and accepted as a true record of the meeting. The confirmed minutes were noted by the Department of Education's (the department) Chief Executive and the Minister for Education.</p> <p>Mr Ralph Wiese, Chair of NTBOS, has expressed the department's Chief Executive, Ms Karen Weston, and the Minister for Education, The Honourable Eva Lawler have both agreed to expedite the NTBOS appointment process.</p>
4	Business arising from previous minutes	All items were either completed or were on the agenda to be addressed at the meeting.
	Action Sheet	Action items to be discussed at the meeting.
5	Correspondence	<p>Correspondence in:</p> <p>Letter from Professor Scott Bowman AO, Vice-Chancellor and President, Charles Darwin University.</p>
6	NTBOS Governance – declaration of conflict of interest	Nil identified.
7	Presentations and Discussion Items	
7.1	Presentation: South Australian Certificate of Education (SACE) Presentation	<p>Michaela Bensley, Acting Chief Executive Officer, SACE Board, provided a presentation to the Board on the new SACE Strategic Plan.</p> <p>The intent of the strategic framework is to reframe the education narrative and shape education so that students thrive by working in partnership with schools and teachers. SACE would like to engage with schools who deliver the Northern Territory Certificate of Education and Training (NTCET) as partners in the</p>

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		<p>change agenda. The framework was influenced by national and international research which suggests the definition of success in senior secondary education is about more than just marks/grades.</p> <p>Current senior secondary education heavily focuses on developing and recalling specific disciplines/content knowledge. The SACE strategic plan focus becomes on what constitutes student success and how to measure student capabilities and agency, personalised learning, and the student's ability to transfer their learning to different contexts. There is a need to focus and develop the whole student. The intention of a SACE education is to assist in developing a student's ability to prosper and flourish now and in the future so that each student can thrive.</p> <p>Current projects for SACE include the revitalisation of the Personal Learning Plan (PLP) and Research project, the recognition of cultural learning, the Learner Profile and project and increasing recognition of VET.</p> <p>SACE aims to recognise Aboriginal students' cultural knowledge and learning within the SACE/NTCET as valuable, and valued, in their own right. A key project relates to Recognition of Cultural Learning through Community led learning activities where students learn directly from people in their community. Assessments are made by Community members and verified by schools. Assessment by the relevant Cultural Authority allows for more flexible forms of evidence – tangible/intangible and direct/indirect.</p> <p>Student led activities where students direct their own learning in an area of personal interest. Assessment and verification made by the school (in conjunction with Community). A cultural version of self-directed community learning. The new SACE Learner Profile is intended to capture capability assessment alongside academic achievement. The capability assessment will highlight growth and development of the student as a whole (i.e. collective engagement, personal enterprise, self-motivated learning, quality thinking), however, capturing these capabilities presents many challenges including measuring transparently and progressively judging capabilities throughout schooling. The SACE Learner Profile has been developed and piloted with industry, schools, and universities.</p> <p>Q: How will a SACE education assess students who do not score high on ATAR but are considered more in the middle? Employers often look for hunger and drive in a potential employee/graduate, not just academic scores. Higher socio-economic students have a better chance to achieve higher grade whereas lower socio-</p>

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		<p>economic students are more inclined to getting average grades but have also to take on greater responsibilities at home and community.</p> <p>A: A SACE education is trying to build student passion and drive and not only academic achievements, and the learner profile aims to reflect a more accurate picture of the complexities of a student's life.</p> <p>NTCET results for 2022 will be released on 19 December 2022. Non-language exams commence 7 November 2022 and there are 15 subjects with e-exams.</p>
7.2	Discussion: National and international updates on education policies.	<p>The department's Chief Executive, Ms. Karen Weston provided an update on current national education priorities.</p> <p>The development of the National Teacher workforce Action plan has been a major focus for Education ministers. Ministers met with Chief Executive Officers (CEO) from peak bodies to discuss teacher workforce issues and how they can work together. Advice is needed from the Board to assist in pulling together advice to inform the NT response to this national issue.</p> <p>Professor Mark Scott AO, is Chair of The Teacher Education Expert Panel for the Australian Government – which was formed in response to the Initial Teachers Education (ITE) review. There are concerns that teacher training is not covering all the essential elements teachers need before commencing first year teaching.</p> <p>The Board was reminded that the National Assessment Program – Literacy and Numeracy (NAPLAN) moves to Term 1 in 2023 and advised that Education Ministers have approved the Early Workforce Childhood Strategy.</p> <p>The Australian Curriculum v.9 has been approved by Education Ministers and education systems now need advice on how to implement version 9. The curriculum is a large document with many interconnections. All jurisdictions are still planning for implementation. Ms Weston requested advice from the Board on how the new Australian Curriculum should be implemented in the NT, across all schools, not just the government sector, noting the legislated role of the Board in providing curriculum and assessment advice.</p>

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		<p>Ms Willis, asked whether the department has subcommittees the Board can work with regarding providing advice on policy direction on Australian Curriculum v9.</p> <p>Ms Weston advised the department would participate in any process the Board wants to develop to engage with relevant individuals.</p> <p>Mr. Houareau expressed that the Board does not have a budget to independently assess and provide advice to all stakeholders and consideration should be given to reviewing the Board's structure and functions under the <i>Education Act 2015</i> to reflect more contemporary governance practices.</p> <p>Mr Morris expressed the need for the Board to discuss the structure and responsibilities of the Board.</p> <p>Ms. Schober emphasized the need to put structures in place to protect Board members about the advice they give. No such structures exists providing no protection.</p> <p>Ms Boyce asked when is the advice to the CE and Minister regarding the implementation of Australian Curriculum v9 is needed by, as providing advice often includes consultations with multiple stakeholders and can take several months to complete.</p> <p>Ms. Langdon mentioned Catholic Education NT are engaging in continuous conversations in existing cross sector meetings around pedagogy as a way to understand department priorities and building understanding. The conversations and plans for version 9 implementation have already started as Catholic Education is working with leaders for next year. The curriculum mapping for each school is essential and needs to be revised.</p> <p>Ms Boyce stated the need for greater effort in working together across all 3 sectors (Independent, Catholic, and Government).</p> <p>Ms Schober suggested there needs to be more data to help the Board make informed decisions on advice.</p> <p>There was discussion regarding the need for formal protocols for sharing of policy and data between the department and the Board.</p>

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		<p>Ms Weston noted the correspondence from Charles Darwin University regarding the discontinuation of the Top Ten Australian Tertiary Admission Rank (ATAR) student scholarships and noted that this may present an opportunity to recognise Aboriginal students who were once disengaged but have since received support to continue their education. Ms Weston referenced the Allied Health apprenticeship mode as an excellent example of a program working with students who may be disengaged from school.</p> <p>Action: Ms Weston has requested advice from the Board to develop a strategy to implement the Australian curriculum v.9 and sought specific advice on the following:</p> <ol style="list-style-type: none"> 1. What is the timeframe to implement the Australian curriculum v9? 2. How to adopt and adapt to v9? 3. Think about small schools and appropriate learning in schools with mixed age classrooms 4. How do we support cross curriculum in NT (i.e. Aboriginal languages – students assessed in first language)?
7.3	Presentation: Transition Support Unit	<p>Greg Franks, Director, Transition Support Unit, Department of Education presented on the work of the department's Transition Support Unit, which connects remote and very remote families to secondary education opportunities for children that are unavailable to them in their home communities.</p> <p>Transition Support Officers work with students in year 5&6 and their families to measure emotional readiness and academic standing in order to prepare students for the commencement of boarding school in year 7. Student and Family Support Officers work with families during the entire duration of their child's boarding school experience. At Risk and Boarding Managers assist with re-engaging students, and Post-Secondary Transition Coordinator assist students from year 10 to post-year 12.</p> <p>Key Deliverables include to support remote government schools not offering NTCET and to increase the retention rate of year 7.</p> <p>Transition support is provided to 65 (of 75) remote and very remote government schools that do not offer the NTCET. The majority of students are enrolled in non-government schools.</p>

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		<p>A trend in year 7 retention indicates a drop in student numbers by Term 4, however a large cohort of students from remote communities are still in school by year 12.</p> <p>Ms Schober asked if students from remote and very remote communities are forced to go to boarding schools. Mr. Franks, Director Transition Unit (TSU), advised students are not forced to enrol in boarding schools, rather the Transition Support Unit works closely with families to inform, assist and prepare families sending their children to boarding schools, where they choose to do so.</p> <p>Ms Schober asked what work is being done to ensure schools are culturally safe for Indigenous students. Mr Franks informed Board members that there are a number of complexities involved and that this is an area that needs more focus and attention and acknowledged not all students face the same boarding school journey. Ms Schober expressed there needs to be more effort into protecting students who attend boarding schools.</p> <p>Mr Amin stated that there are many schools that the department does not regulate, and queried what happens to monitor students who enrol in these schools? Mr Franks informed Board members that there is currently limited ability for the department to monitor schools who are not regulated by the department.</p> <p>Ms Schober asked if the TSU collects data on when the year 12 students entered boarding school, noting the high turnover of students. Mr Boyce asked if there is any data that reflect students who have been enrolled from year 7 up until to year 12, consecutively. Mr Franks stated TSU is working on processes to track student enrolments not just counting how many students are in each year level.</p> <p>TSU will continue to focus on boarding school readiness of students, performance agreements established with boarding schools, innovative boarding options for students identified as having specific needs or at risk of disengaging, high potential students on scholarships.</p> <p>Action: TSU to present 2022 data at the next board meeting.</p>

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7.4	Presentation: NTCET updates	<p>Anne Donnelley, Director Curriculum, Pedagogy and Assessment 7-12, Teaching and Learning Services, Department of Education provided an update on the NTCET.</p> <p>As at October 2022 a total of 1274 students are on a NTCET pathway, 822 in government schools and 452 in non-government schools with a slight increase expected by end of 2022 due to year 11 completers. There are 203 Indigenous students on a NTCET pathway, 159 enrolled in government schools and 44 enrolled in non-government schools.</p> <p>There will be less NTCET completers in 2022 than in 2021 (1423) due to lower numbers of students enrolled in government schools. The ratio of government to non-government completers remains at 2:1. Government school data is predicting an improved conversion of enrolment to completion.</p> <p>NTCET results will be made available online on 19 December 2022. Hard copies will be posted and a reception for the Top 20 will be hosted at Parliament House.</p> <p>There was discussion of the NTCET certificates, noting that the NTCET certificates for those who completed using modified subjects currently have a disclaimer stating such on the front of the certificate.</p> <p>Some Board members expressed concern that the certificates identify those who have completed the NTCET using a 'modified subject' and would like for the wording to be reconsidered. Explanatory notes on the transcript indicating completion of 'modified subjects' would suffice but should not be displayed on the front of the NTCET certificates as the certificate itself should be a celebratory document. Other Board members were concerned that removing the disclaimer could be misleading to employers. Further investigation of the importance of the statement will be undertaken by the department.</p> <p>Action:</p> <ol style="list-style-type: none"> 1. Anne Donnelley to check the importance of the word "modified" and why it is important to label the NTCET certificate as such.

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7.5	Presentation: Indigenous Language and Culture Review	<p>Luke Carter, EALD, Bilingual Education, ILC and Culturally Responsive Learning Assistant Director, Department of Education presented to the Board.</p> <p>Mr Carter presented on the history of the NT Indigenous Language and Culture curriculum, noting the current Indigenous Languages and Cultures (ILC) curriculum emerged in response to the development of the Framework for Aboriginal and Torres Strait Islander Languages.</p> <p>A review of the ILC was to be conducted in 2020 but was postponed due to the impacts of the COVID pandemic. There is currently limited data to assist with reporting on student outcomes. This review is now due to be completed by the department with guidance from the Board.</p> <p>Ms Schober requested that any available data be provided prior to any review by the Board and suggested a sub-committee be established to provide advice on how this review is to be conducted. Ms Willis asked if there is any information on what is currently working and what is not regarding the implementation of the ILC and what impacts it has on communicating the ILC with schools.</p> <p>Mr Morris stated Yipirinya School has teachers teaching in 4 languages following the Australian Curriculum. Ms Schober mentioned there are many language teachers who lost their jobs because of the Teacher's Registration Board requirements. There needs to be more effort into addressing the qualification issues regarding language teachers. Mr Nimmo also mentioned in Alparra School had its language teachers' funding cut. To improve outcome will depends on how bilingual programs are being delivered in schools.</p> <p>Action:</p> <ol style="list-style-type: none"> 1. Board to provide advice on how the ILC review can be conducted 2. Luke Carter to investigate qualitative and quantitative data for schools to be circulated to members of the Board.

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8	Reports for noting	
8.1	ACACA report	Tony Considine, the NT Australasian Curriculum, Assessment and Certification Authorities (ACACA) member and current chair of ACACA advised that there was no update to be provided due to ACACA meeting to take place after NTBOS Board meeting.
8.2	ACARA report	No ACARA report update. Jacky Roberts, NT representative on the ACARA Board, was on personal leave.
8.3	SACE report	No SACE report update.
9	General Business	
9.1	2023 NTBOS Board Meetings	<p>Board members discussed 4 potential board meeting dates in 2023.</p> <ol style="list-style-type: none"> 1. Friday 17 March 2023 2. Friday 26 May 2023 3. Friday 11 August 2023 4. Friday 27 October 2023 <p>Action item:</p> <p>Board members to email NTBOS Consultant and confirm 2023 meeting dates.</p>
9.2	Proposed New Awards for 2022 NTBOS Awards in Darwin/Alice Springs	<p>Board members discussed 3 new proposed awards for the 2022 NTBOS Student Awards to be held in Darwin and Alice Springs in early February 2023.</p> <p>The Board agreed the 3 proposed awards were worthy of consideration but an award assessment policy that outlines the selection criteria for new awards must be developed before any new awards can be considered.</p>
	Meeting adjourned	16:00. Next board meeting to be held on 22 November 2022.

