

Northern Territory Board of Studies

Annual Report 2022



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Northern Territory Board of Studies

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August 2023

The Hon Eva Lawler MLA
Minister for Education
Parliament House
DARWIN NT 0800

Dear Minister

Dear Minister, I am pleased to present the Northern Territory Board of Studies Annual Report for the year ending 31 December 2022.

The report highlights the activities and achievements of the Northern Territory Board of Studies over the reporting year and has been prepared in accordance with Part 3 section 37 of the Education Act 2015.

Yours sincerely

A handwritten signature in dark ink, appearing to read 'Ralph Wiese', written in a cursive style.

Ralph Wiese
Chair

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1. Report from the Chair

I am pleased to present the Annual report for the Northern Territory Board of Studies (NTBOS) for 2022 from 1 January 2022 to 31 December 2022 in accordance with section 37 of the *Education Act 2015*.

The Board has continued to advance its work of contributing to the educational vision of the Department of Education and its desire to become the most improved education system in the country by being at the forefront of educational practices.

In 2022, the Board delivered on major projects including the development of a new strategic plan and advising the Department of Education on the implementation of the Australian Curriculum Version 9.0.

In addition to this, the Board analysed, discussed and considered reports and updates concerning: the South Australian Certificate of Education; the Australian Curriculum, Assessment and Reporting Authority; the Australasian Curriculum, Assessment and Certification Authorities; the National Assessment Program – Literacy and Numeracy; the Northern Territory Certificate of Education and Training; and Vocational Education and Training.

This year we were once again delighted to celebrate the NTBOS award recipients, with presentations ceremonies in both Darwin and Alice Springs. The NTBOS student award presentation ceremonies publically recognise the academic and vocational excellence of school completers and acknowledge the educators, schools and families who helped them excel. This is the first time in 3 years we have been able to hold presentation ceremonies, as they were cancelled in 2020 and 2021 due to the COVID-19 pandemic.

On behalf of NTBOS, I would like to extend my thanks and gratitude to the departing members, Ms Cheryl Salter and Ms Mary Ellen Venes, who departed mid-year, and to Ms Susan Bowden, Mr Roland Houareau, Ms Pauline Schober, Ms Julianne Willis and Mr Stephen Nimmo who departed at the end of the year. I thank them for their commitment and contributions to NTBOS during their tenures.

I personally, and the Board as a whole, wish to acknowledge the outstanding work of Mrs. Hazel Horne who served as Executive Officer for 16 years and provided exemplary support and guidance to NTBOS over that time. Thanks also to Ms. Marzia Haider for her contribution in that role. I also wish to thank those officers in the Department of Education who have supported NTBOS throughout 2022.

2022 is my final year as the Chair of the Northern Territory Board of Studies. To my fellow Board members both past and present, thank you for the positive way in which you have taken up the challenges of working together to further improve education in the Territory. I have enjoyed my service to NTBOS as chair and wish the incoming chair much success in the upcoming year.

Regards,



Ralph Wiese
Chair

2. The Northern Territory Board of Studies

2.1. Establishment

The Northern Territory Board of Studies was established in 1984 with its role being defined through legislation since its establishment, however, NTBOS's operations and functions have changed considerably since then. Originally, NTBOS was chaired by the Chief Executive of the Department of Education, or by their nominee, and membership was comprised of representatives from various stakeholder groups.

In 2003, an update to the *Education Act* changed the structure and the functions of NTBOS. Under the new legislation the chair of the board was appointed by the Minister for Education and could not be an employee of the Department of Education (DE). This made NTBOS independent of the Department of Education.

In 2015, the *Education Act 2015* was passed through the legislative assembly, and the structure of NTBOS was updated to its current guise. NTBOS now consists of 11 members, made up of both representatives of stakeholder groups, and of nationally recognised experts in education.

The new structure of NTBOS allows it to better fulfil the remit of providing high-quality and expert advice to the Minister for Education and the Chief Executive of DE on matters of curriculum policy.

2.2. Current iteration

NTBOS is an independent authority consisting of 11 members:

- one Department of Education officer nominated by the Chief Executive
- 4 stakeholder representatives – parent, teacher, employer and Indigenous
- 2 expert members drawn from the Catholic Education Office Northern Territory and the Association of Independent Schools of the Northern Territory
- 4 expert members nominated by the Minister for Education.

The focus of NTBOS includes:

- Northern Territory curriculum, assessment, reporting and certification
- early childhood
- middle years
- Indigenous education
- vocational education and training
- year 10, 11 and 12 outcomes
- student awards.

2.3. Members

A total of 13 people served on the Board throughout the course of 2022.

- **Ralph Wiese** – Chair
- **Charles Richardson** – Expert member

- **Gavin Morris** – Expert member
- **Julianne Willis** – Expert member (from 1 July 2022)
- **Rachel Boyce** – Expert member (until 30 June 2022)/ Association of Independent Schools of the NT member (from 1 July 2022)
- **Cheryl Salter** – Association of Independent Schools of the NT member (resigned 30 June 2022)
- **Jacqueline Langdon** – Catholic Education Officer NT member
- **Susan Bowden** – Department of Education member
- **Roland Houareau** – Employer representative
- **Pauline Schober** – Indigenous representative
- **Tabitha Fudge** – Parent representative
- **Mary Ellen Venes** – Teacher representative (term expired 30 June 2022)
- **Stephen Nimmo** – Teacher representative (From 1 July 2022)

2.4. Meetings

2.4.1. Date and duration

Table 1: 2022 meeting dates, duration and purpose are detailed in the table below

Meeting	Date	Duration	Purpose
1	1 April 2022	Half-day meeting	Regularly scheduled meeting
2	27 May 2022	Half-day meeting	Regularly scheduled meeting
3	12 August 2022	Full-day meeting	Regularly scheduled meeting
4	19 October 2022	Full-day meeting	Regularly scheduled meeting
5	22 November 2022		Curriculum advice discussion

2.4.2. Attendance

Table 2: Members attendance records

Members	01/04/22	27/05/22	12/08/22	19/10/22	22/11/22
Ralph Wiese	✓	✓	✓	✓	AP
Charles Richardson	✓	✓	✓	✓	✓
Gavin Morris	✓	AP	AP	✓	✓
Rachel Boyce	✓	✓	✓	✓	✓
Cheryl Salter	✓	AP	-	-	-
Jacqueline Langdon	✓	✓	✓	✓	✓
Susan Bowden	✓	✓	✓	AP	✓
Roland Houareau	AP	✓	✓	✓	✓
Pauline Schober	AP	✓	AP	✓	✓
Tabitha Fudge	AP	✓	✓	✓	✓

Members	01/04/22	27/05/22	12/08/22	19/10/22	22/11/22
Mary Ellen Venes	✓	✓	-	-	-
Julianne Willis	-	-	✓	✓	✓
Stephen Nimmo	-	-	AP	✓	✓

AP = Absent with Apologies

3. 2022 Achievements

3.1. Strategic Plan 2022 – 2027

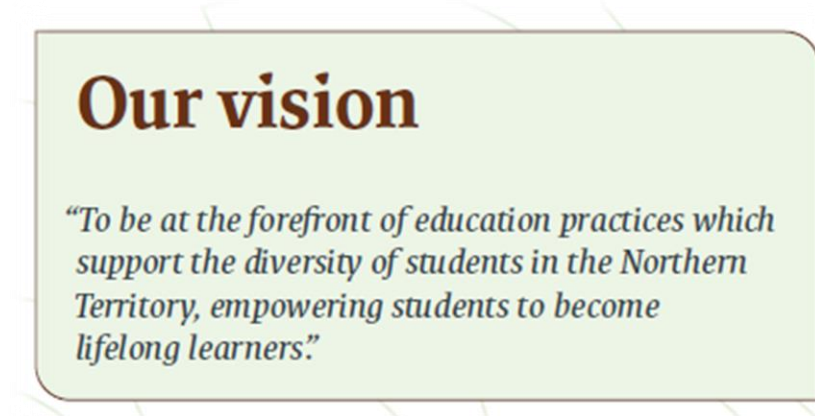
The NTBOS Strategic Plan 2022-2027 (plan) was finalised and endorsed in 2022 representing a significant milestone for the NTBOS. The plan provides clarity and clearly articulates the direction, objectives and priorities NTBOS will work towards over the next 5 years.

Work on the Strategic Plan began in May of 2021 when a working group, consisting of NTBOS members Roland Houareau, Rachel Boyce, Gavin Morris, Pauline Schober and supported by Sally Hodgson, was established to consider the feasibility and merits of outsourcing the refinement of the Strategic Plan compared to completing the Strategic Plan internally.

NTBOS, led by the working group, determined that bringing in an external agency to facilitate the development of the Strategic Plan would ensure the best results. The external agency selected was Deloitte Touche Tohmatsu Limited (Deloitte). Deloitte held three consultation meetings with the working group and, in collaboration with the working group, developed a survey which all NTBOS members completed. The results of the consultation meetings and the survey responses were used to produce the final document: the NTBOS Strategic Plan 2022-2027.

The Strategic Plan 2022-2027 is underpinned by NTBOS's a vision statement that puts the student at the centre:

Figure 1: NTBOS Strategic Plan 2022 to 2027 Vision Statement



With this vision statement as a guide, 4 aspirations and goals were established to help frame NTBOS direction over the next five years:

1. Ensure curriculum frameworks drive student success and prepare young people for rewarding lives as engaged citizens.
2. Stay abreast of contemporary education practices through research informed by experts.
3. Operate as a consultative Board that is responsive to the diverse range of education needs in the Northern Territory.
4. Ensure governance relating to NTBOS functions is relevant and up to date.

NTBOS would like to thank Deloitte, and the members of the working group, Roland Houareau, Rachel Boyce, Gavin Morris and Pauline Schober, as well as Sally Hodgson, for their efforts and diligence in bringing the new strategic plan into existence.

To view the full NTBOS Strategic Plan 2022-2027, go to [NTBOS Strategic Plan 2022-2027](#).

3.2. Australian Curriculum Version 9.0 advice

As a result of the 2020-2021 Australian Curriculum review ACARA decided to develop a new Australian Curriculum which would better serve students in Australia. This new curriculum, Australian Curriculum v.9, was approved for use in April of 2022 by Education Ministers from each jurisdiction.

The NTBOS had a discussion concerning the Australian Curriculum v.9 in the May meeting, following the new curriculum's approval. The board noted the key changes of the new version which include:

- a refined, realigned and decluttered curriculum
- improved privacy and security in the Digital Technologies learning area.
- strengthening of the Foundation curriculum that is delivered to the transition year level, identifying the essential content to teach in the first year of school across all 8 learning areas.

The Australian Curriculum v.9 was also discussed in the October meeting with Ms. Karen Weston, Chief Executive DE. During this meeting Ms. Weston requested NTBOS to provide advice concerning the implementation of the Australian Curriculum v.9. Ms Weston requested specific advice regarding:

- an appropriate timeframe to implement the Australian Curriculum v.9
- the best way to adopt and adapt to the new curriculum in the NT
- how the new curriculum may be best implemented in small schools and schools with mixed age classrooms
- how the new curriculum can support cross curriculum projects in the NT such as Indigenous students being assessed in first language.

In response to this request, NTBOS organised and convened an additional curriculum advice meeting in 2022, which took place on the 22nd of November.

During this meeting the board formulated an advice paper which addressed the specific requests made by the CE regarding the implementation of the new curriculum. This advice paper was submitted to the CE in December of 2022. The board will continue to provide advice to the CE and DE on the implementation of the new curriculum in 2023.

4. Awards

Student achievement is recognised through an inclusive framework of awards and certification that aims to ensure every young person leaves school with appropriate documentation. Each year NTBOS is privileged to be able to recognise students who attain excellent academic achievement.

4.1.1. NTBOS awards ceremonies



(Award recipients at the Darwin Convention Centre, 3rd February, 2023.)

After the cancellation of the previous two events due to COVID-19, NTBOS was delighted to once again hold the presentation ceremonies for the NTBOS awards. The awards ceremonies take place in the first two weeks of February each year, in both Darwin and Alice Springs. The awards ceremony for 2022 NTBOS awards took place on the 3rd of February 2023, in Darwin, at the Darwin Convention Centre, and the 9th of February, 2023, in Alice Springs, at the Double Tree by Hilton.

Awards are given to the top 20 Northern Territory Certificate of Education (NTCET) completers, students who receive A+ Merit grades for Stage 2 board accredited subjects, and various industry-sponsored awards.

These events were attended by the Administrator of the NT, the Honourable Hugh Heggie PSM, the Minister for Education, the Hon. Eva Lawler MLA, the Chief Executive of the Department of Education, Ms. Karen Weston, and many other distinguished guests, including NTBOS members.

These events are very special, and NTBOS members feel privileged to recognise and help celebrate the fantastic achievements of NT students.



Figure 2: Nicholas Boffa receives his award from the Minister for Education, the Hon. Eva Lawler MLA, at the Double Tree by Hilton in Alice Springs, 9th February 2023.

NTBOS would like to congratulate the following award recipients once again:

4.1.2. 2022 top twenty NTCET recipients

Recipient	School
Alishba Saeed	Darwin High School
Besna Tom	The Essington School
Garren Francis Hennessy	The Essington School
Yara Sultan	The Essington School
Nicholas Boffa	St. Phillip's College
Mikaela Carlos	The Essington School
Riveen Abeywickrama	The Essington School
Piper Mules	The Essington School
Zaira Nosaibah	Darwin High School
Upani Muthumala	Darwin High School
Trudy Francis	Darwin High School
Zakelli Xie	The Essington School

Recipient	School
Clarissa Blum	Darwin High School
Bridget Jackson	Casuarina Senior College
Kavisha Gunaneththige Dona	Darwin High School
Aidan Latz	Darwin High School
Felicity Chapman	Darwin High School
Avni Agarwal	The Essington School
Rachelle van den Herik	The Essington School
Vishram Karthik	The Essington School

4.1.3. Certificate of merit recipients

Recipient	School	Merit
Agnes May	St. Phillip's College	Additional Languages (Pitjantjatjara)
Al-Hussain Mahmood Al-Ibrahim	Darwin High School	Japanese (Beginners)
Alishba Saeed	Darwin High School	Mathematical Methods, Specialist Mathematics, Physics, and Chemistry
Archer Bryett	Darwin High School	School Music Performance (Solo) and Musical Explorations
Ashan Fonseka	The Essington School	Health and Wellbeing
Ashley Hughes	Casuarina Senior College	Chemistry
Avni Agarwal	The Essington School	Health and Wellbeing
Ayisha Ferozkhan	Darwin High School	Indonesian (Beginners)
Benjamin Lindsay	Darwin High School	Modern History
Besna Tom	The Essington School	Health and Wellbeing, Psychology, and Mathematical Methods
Bethany Kelly	Darwin High School	Spanish (Beginners)
Carol Nungirayi	Centralian Senior College	English
Clarissa Blum	Darwin High School	English Literary Studies
Djamarlia Darr-Lade	Casuarina Senior College	English Literary Studies
Garren Francis Hennessy	The Essington School	Specialist Mathematics
Garv Garg	The Essington School	Health and Wellbeing
Hailey Angeles	Darwin High School	Creative Arts
Hsu Pyae Thawtar	Darwin High School	Creative Arts
Jennifer Lin	The Essington School	Health and Wellbeing
Kavisha Gunaneththige Dona	Darwin High School	Biology
Kelvin Mu	NT School of Distance Education	Industry and Entrepreneurial Solutions
Leif McLean	NT School of Distance Education	Industry and Entrepreneurial Solutions
Medha Tayal	The Essington School	Health and Wellbeing
Mikaela Carlos	The Essington School	English, Health and Wellbeing, and Psychology

Recipient	School	Merit
Mitchell Murphy	Darwin High School	Digital Communication Solutions
Nicholas Boffa	St. Phillip's College	Chemistry and English Literary Studies
Piper Mules	The Essington School	Economics & Biology
Rachelle van den Herik	The Essington School	Psychology & Child Studies
Reka Nemeth	Darwin High School	Biology
Riveen Abeywickrama	The Essington School	Physics
Sarah Nguyen	Casuarina Senior College	Creative Arts
Sofia Ferro	Darwin High School	Italian (Beginners)
Steven Tieu	Darwin High School	Digital Communication Solutions
Trudy Francis	Darwin High School	Modern History & English Literary Studies
Upani Muthumala	Darwin High School	Women's Studies
Vy Nguyen	Darwin High School	Indonesian (Beginners)
Yara Sultan	The Essington School	Mathematical Methods and English
Zaira Nosaibah	Darwin High School	Chemistry and Food and Hospitality
Zakelli Xie	The Essington School	Biology

4.1.4. Industry-supported and additional awards recipients

Recipient	School	Award
Shaylee Roberts	Palmerston College	Northern Territory Board of Studies 2022 Year 11 Vocational Education and Training Award
Drew Cook	Katherine High School	Northern Territory Board of Studies 2022 Year 12 Vocational Education and Training Award
Matilda Blokland	Katherine School of the Air	Administrator's Medal for Northern Territory Primary Years Scholar
Samara Modra	Sanderson Middle School	Administrator's Medal for Northern Territory Middle Years Scholar
Kelvin Mu	NT School of Distance Education	Australian Computer Society (NT Branch) Technologies Award
Mitchell Murphy	Darwin High School	
Alishba Saeed	Darwin High School	Australian Meteorological and Oceanographic Society Physics Award
Alishba Saeed	Darwin High School	Australian Veterinary Association (NT division) Dennis Thomson Memorial Science Award
Avni Agarwal	The Essington School	Department of Industry, Tourism and Trade Award for Business, Enterprise and Innovation
Nadine Coulter	Darwin High School	Department of Treasury and Finance Accounting Award
Lucy Ter Bogt	The Essington School	Department of Treasury and Finance Mathematics Award
Stavros Kazouris	O'Loughlin Catholic College	GTNT Group School-based Apprentice Award
Tyler Madrill	O'Loughlin Catholic College	Karmi Sceney Urban Aboriginal Excellence and Leadership Award
Sharnikwa Brown	Katherine High School	Karmi Sceney Remote Aboriginal Excellence and Leadership Award
Sofia Ferro	Darwin High School	Language Teachers' Association of the Northern Territory Languages Award
Alishba Saeed	Darwin High School	Mathematics Teachers' Association of the Northern Territory Languages Award

Recipient	School	Award
Kavisha Gunaneththige Dona	Darwin High School	Menzies School of Health Research Biology Award
Archer Bryett	Darwin High School	Northern Territory Music School Music Award
Trudy Francis	Darwin High School	Rotary Club of Darwin Iain Smith Award for History
Yara Sultan	The Essington School	Rotary Club of Darwin Ian MacGregor Award for Excellence in English
Trudy Francis	Darwin High School	Rotary Club of Darwin Hugh Bradley Award for Legal Studies
Clarissa Blum	Darwin High School	Rotary Club of Darwin Jim Gallacher Award for English Literary Studies
Alishba Saeed	Darwin High School	Royal Australian Chemical Institute Chemistry Award
Zarah Green	Leanyer Primary School	Sally Bruyn Primary Science Award
Jai Renfrey-Carroll	Tennant Creek High School	Telstra Top Remote Aboriginal Male Student Award
Shea McSherry	Nhulunbuy High School	Telstra Top Remote Aboriginal Female Student Award
Edmund Leahy	Haileybury Rendall School	Victorian Certificate of Education Most Outstanding Northern Territory Student Award
Alishba Saeed	Darwin High School	Chief Minister's Award Most Outstanding Stage 2 NTCET Student
Emma King	NT Christian College	Chief Minister's Award Most Outstanding Stage 2 NTCET Aboriginal Student
Methni Altendorff	NT School of Distance Education	Chief Minister's Award Most Outstanding Stage 2 NTCET Distance Education Student

4.2. Academic excellence awards

NTBOS offers Academic Excellence Awards to government and non-government students in their final years of primary, middle and senior schooling. The top Aboriginal achiever in year 12, and the top personal learning achievers in year 12 are also awarded.

The winners are nominated by their school with presentations made at end-of year school functions. Each winner receives a \$50 prize.

We would like to congratulate these recipients of the NTBOS academic Excellence Awards once again:

4.2.1. Year 6 Students

Recipient	School
Adrian Rionata	Rosebery Primary School
Alynah Henriksen	Shepherdson College
Angus Cook	Nhulunbuy Christian College
Ayla McKenzie	Gray Primary School
Bonnie Dornan	Alyangula Area School
Breeanna Gleeson-Hill	Larapinta Primary School
Brianna Tooler	Sattler Christian College
Chloe Brown	Our Lady Of The Sacred Heart Catholic College
Chloe McDonnell	Bees Creek Primary School
Christian Clara	Moulden Primary School

Recipient	School
Connor Brown	Durack Primary School
Dessabelle Reardon	Holy Family Catholic Primary School
Emma Neubauer	Araluen Christian College
Francesca Hilario	Holy Spirit Catholic Primary School
Gemma Niddrie	Girraween Primary School
Gwenlyn Ross	Kalkaringi School
Halle Watson	Leanyer Primary School
Harry Green	Tennant Creek Primary School
Hudson Stoddart	Wanguri Primary School
Ientake Christopher	Manunda Terrace Primary School
Jace Barnes	Stuart Park Primary School
Jack Francis	Nakara Primary School
Jesse Davey	Alawa Primary School
Kelsey Jessup	Palmerston Christian College
Kim Nguyen	St Mary's Catholic Primary School
Kitisha Douglas	Finke School
Leilani Machin	Casuarina Street Primary School
Lewis Dhurrkay	Milingimbi School
Linc Riches-Murton	Nhulunbuy Primary School
Mahley Brain	Batchelor Area School
Mandy Jong	Malak Primary School
Marlina Lawrance	Gunbalanya Independent Public School
Matilda Blokland	Katherine School of the Air
Maxzaleah Jigili	Haasts Bluff School
Mitchell Sanders	Driver Primary School
Nevaeh Hook	Middle Point School
Nicholas Kerr	Adelaide River Primary School
Noah Crossingham	Alice Springs School of the Air
Obi Aspin	Sadadeen Primary School
Penny Ralph	Humpty Doo Primary School
Peyton Cameron	Marrara Christian College
Pryce Estrada	Braitling Primary School
Razi Van Haeften	Anula Primary School
Rhythm Almohallas	Bakewell Primary School
Rohin Srivastava	Ross Park Primary School
Ron Cena	Woodroffe Primary School
Ruby Hopwood	Sacred Heart Catholic Primary School
Ruby Prime	Katherine South Primary
Samantha Roccio	St. Paul's Catholic Primary School

Recipient	School
Skye-Ray Anderson	Borroloola School
Skyler Gersch	Wulagi Primary School
Stephen McCormack	Jingili Primary School
Toby Anderson	Good Shepherd Lutheran College
Vincent Lei	Moil Primary School
Whesely Joseph	Zuccoli Primary School
Zaakib Faizal	Haileybury Rendall School
Zaeem Jahan	Wagaman Primary School

4.2.2. Year 9 Students

Recipient	School
Alyia Wallis	Tennant Creek High School
Amina Acub	Centralian Middle School
Anmy Nguyen	Sanderson Middle School
Benjamin Clark,	Araluen Christian College
Carla Brisenio,	Batchelor Area School
Deacon Higgins	Dripstone Middle School
Dinev Bandulage Thotawatta	Our Lady Of The Sacred Heart Catholic College
Dionica Cooper	Gunbalanya Independent Public School
Eli Connop	Borroloola School
Elijah Lane	Dripstone Middle School
Ella Hughes	Nhulunbuy Christian College
Ethan Chrstrup	Haileybury Rendall School
Hoang Quynh Chi Nguyen	Palmerston College
Joseph Laurie	Katherine High School
Kaitlyn Pavlou	Taminmin College
Karnisha Scott-Nawia	Milingimbi School
Leilani Nicholson-Viane	O'Loughlin Catholic College
Leo Chen	Good Shepherd Lutheran College
Lily Hollister	Katherine School of the Air
Lydie Harper	Marrara Christian College
Matilda Crowe	Nightcliff Middle School
Mia Underhill	Good Shepherd Lutheran College
Pad Promsu	Alyangula Area School
Riley Stanley	Alice Springs School of the Air
Riley Wilks	Nhulunbuy High School
Ruhan Sun	Darwin Middle School
Ryan Hodges	Henbury School

Recipient	School
Xander Tooler	Palmerston Christian College

4.2.3. Year 12 Students

Recipient	School
Abigail Tidalgo	Palmerston College
Alishba Saeed	Darwin High School
Bridget Jackson	Casuarina Senior College
Carol Nungirayi	Centralian Senior College
Edmund Leahy	Haileybury Rendall School
Emma King	NT Christian College
Erin Miles	Nhulunbuy High School
Gypsy Shmidt	Katherine High School
Jamal Herre	Batchelor Area School
Jocelyn Mayger	Good Shepherd Lutheran College
Jone Garawirrtja	Shepherdson College
Josh Harish	Our Lady Of The Sacred Heart Catholic College
Kiesha Nagurrurrba	Gunbalanya Independent Public School
Lily Brennan	O'Loughlin Catholic College
Methni Altendorff	NT School of Distance Education
Miller Garrett	Taminmin College
Molly Teefy	Centralian Senior College
Robelyn Lanas	Tennant Creek High School
Salome Yikipangi	Milingimbi School
Tess Ousey	Katherine High School
Toby Reynolds	Henbury School

4.2.4. Year 12 Aboriginal Students

Recipient	School
Aaliyah Rawnsley	Haileybury Rendall School
Ariyana Carne	Palmerston College
Brianna George	Our Lady Of The Sacred Heart Catholic College
Caleb Haycraft	Taminmin College
Danae Moore	Centralian Senior College
Djamarlia Darr-Segeyaro	Casuarina Senior College
Emma King NT	Christian College

Recipient	School
Jai Renfrey-Carroll	Tennant Creek High School
Jamal Herre	Batchelor Area School
Jemimah Djogiba	Gunbalanya Independent Public School
Jeremiah Mudakada	Milingimbi School
Jethro Lacey	Shepherdson College
Jordan Bradshaw	Good Shepherd Lutheran College
Leakota Gallagher	Henbury School
Nakaylah Plummer	Tennant Creek High School
Riane McColm-Monaghan	Darwin High School
Sharnikwa Brown	Katherine High School
Trinessa Wunungmurra	NT School of Distance Education
Tyler Madrill	O'Loughlin Catholic College
Zekahlia Yibarbuk	Nhulunbuy High School

4.2.5. Year 12 Personal Learning Achiever

Recipient	School
Chanel Chin	O'Loughlin Catholic College
David Noyce	Katherine High School
Grace Ray	Haileybury Rendall School
Holly Shugg	Darwin High School
Jake Twomey	Nhulunbuy High School
Jeremy Jape	Henbury School
Joshua Hayes	Centralian Senior College
Kia Anderson	Gunbalanya Independent Public School
Lani Eaton	Taminmin College
Leonie Lomburr	Milingimbi School
Lyndon Tumala	Casuarina Senior College
Romie Garawirrtja	Shepherdson College
Stanley Waistcoat	Tennant Creek High School
Taylah Keane	Good Shepherd Lutheran College
Tyler Pearson	Our Lady Of The Sacred Heart Catholic College

5. Overview of other Board activities

Each year NTBOS considers matters important to education in the NT, and invites experts and spokespeople from education agencies, both government and non-government, to present information and reports to the board during meetings. These reports and presentations give members the opportunity to stay at the forefront of education practices, so that NTBOS may better support the diversity of students in the NT.

5.1.1. Northern Territory Certificate of Education and Training

The Northern Territory Certificate of Education and Training (NTCET) qualification is designed to recognise the knowledge and skills that have been acquired through formal education and training. It is the certificate students in the NT in years 10, 11, and 12 work towards during their final years of school. As providing high-quality advice on curriculum, assessment and reporting is one of the primary functions of the NTBOS, the board takes a keen interest in the analysis of results, and in improving of the administering of the NTCET.

The NTCET was discussed in every NTBOS meeting in 2022, with headline discussion topics as follows

- 2021 NTCET data overview including completers, student pathways and student achievements
- the increase in enrolments in SACE modified subjects
- data about distance education, and the increase in home education applications between 2020 and 2021
- projections for 2022 NTCET completions.

5.1.2. National Assessment Plan Literacy and Numeracy

National Assessment Plan Literacy and Numeracy (NAPLAN) is one of the primary diagnostic tools for education agencies in measuring the literacy and numeracy of students. As providing high-quality advice on curriculum, assessment and reporting is one of the main functions of the NTBOS, members take a keen interest in the analysis of results, and improving of the administering of NAPLAN.

In 2022 the NTBOS considered and discussed the following matters related to NAPLAN:

- how to improve the administering of NAPLAN to make it a more positive experience for schools and students
- the number of schools expecting to participate in NAPLAN in 2022
- exemptions and exemption form completion
- the NT marking panel

5.1.3. Vocational Education and Training

Vocational Education and Training (VET) qualifications can be undertaken by students through their school and can contribute towards the completion of the NTCET.

In 2022 the NTBOS considered and discussed the following matters relating to VET:

- numbers of students choosing to enroll in a VET qualification, and how many of those are undertaking school-based apprenticeships
- the rate of completion of VET qualifications
- the rate of completion of Australian Qualifications Framework certified certificates in the NT compared to other Australian jurisdictions.

5.1.4. Indigenous Language and Culture curriculum review

A review of the Indigenous Language and Culture (ILC) curriculum was originally planned for 2020, however, due to the COVID-19 pandemic it was postponed, with work on the review commencing in 2022. NTBOS has been asked to provide advice on how the review of the ILC curriculum could be conducted. This advice is scheduled to be delivered to DE in 2023.

5.1.5. Australasian Curriculum, Assessment and Certification Authorities

The Australasian Curriculum, Assessment and Certification Authorities (ACACA) is the body for the chief executives of the statutory bodies in the Australian states and territories and in New Zealand responsible for curriculum, assessment and certification in education. ACACA routinely provides reports to NTBOS, either in the form of a written report, or through updates provided by Tony Considine, Executive Director Department of Education and the current Chair of ACACA.

In 2022 ACACA kept NTBOS abreast of issues regarding secondary education such as:

- the ongoing impacts of COVID-19 on education
- teacher shortages
- early university offers, especially unconditional offers, and the impact they may have on student achievement in the final year of school.

5.1.6. Australian Curriculum, Assessment and Reporting Authority

The Australian Curriculum, Assessments and Reporting Authority (ACARA) develops and refines the Australian Curriculum, national assessment including NAPLAN, and reports on key education indicators through the national report on schooling. ACARA is invited to provide a report at each NTBOS meeting, and the NT representative on the ACARA Board, Ms. Jackie Roberts, nominated and appointed in 2022, was given an initiation to be a permanent observer at NTBOS meetings.

In 2022 ACARA kept the NTBOS abreast of issues regarding curriculum and assessment such as:

- newly developed resources for teachers to use in their practice
- the approval of the Australian Curriculum Version 9.0
- NAPLAN, and specifically the moving of NAPLAN to occur in term 1 from 2023.

5.1.7. South Australian Certificate of Education Board

The South Australian Certificate of Education (SACE) Board is responsible for the accreditation of subjects, and the recognition of learning and assessment as it pertains to the completion of the SACE. They also assess the achievements of students in the NT, which uses the SACE curriculum in the senior secondary years of education to deliver the NTCET. The SACE Board provides regular reports to the NTBOS for their consideration.

In 2022 SACE kept the NTBOS abreast of issues regarding their operations such as:

- the new SACE strategic direction.
- current SACE projects.
- the SACE Learner Profile.

5.1.8. The Aboriginal Education Project and the Recognition of Cultural Learning Project

The Aboriginal Education Project and the Recognition of Cultural Learning project are projects SACE is undertaking with the aim of increasing recognition of Aboriginal knowledge and to increase the sense of belonging and the associated lack of school completion for Indigenous students.

SACE provided a presentation to NTBOS on both projects, which the Board then noted and discussed.

5.1.9. Transition Support Unit

The Director of the Transition Support Unit, NT Department of Education, provided a presentation to NTBOS on the work they do connecting students and families in remote and very remote locales to secondary education opportunities in the NT.

6. Appendices

6.1. Overview of NAPLAN results

NAPLAN is a set of tests in reading, writing, language conventions, spelling, grammar and punctuation, and numeracy. NAPLAN is a national standardised assessment and covers a broad spectrum of important functions, including:

- monitoring education achievement progress toward national goals
- assessing education system accountability and performance; including inter-jurisdictional and inter-sectoral comparisons and information on performance of students in equity groups
- tracking school improvement
- assessing individual student learning achievement and growth against standardised norms
- providing information to parents/carers on school and student performance.

6.1.1. Student Participation

Table 3: NT NAPLAN participation rates 2017 - 2022

Domain	Year Level	2017	2018	2019	2021	2022
Reading	Year 3	88%	86%	84%	83%	81%
	Year 5	89%	88%	86%	83%	81%
	Year 7	85%	85%	83%	81%	78%
	Year 9	78%	78%	76%	73%	72%
Numeracy	Year 3	87%	85%	82%	82%	79%
	Year 5	87%	86%	84%	81%	78%
	Year 7	84%	84%	82%	79%	75%
	Year 9	77%	75%	74%	71%	68%
Writing	Year 3	89%	87%	85%	88%	79%
	Year 5	89%	89%	87%	84%	82%
	Year 7	86%	86%	84%	81%	79%
	Year 9	80%	79%	78%	73%	72%

Source: ACARA

6.1.2. Students Achievement

6.1.2.1. Reading

Table 4: Percentage of NT students achieving the National Minimum Standard 2017-2022.

Indigenous Status	Year Level	2017	2018	2019	2021	2022
Non-Aboriginal	Year 3	92%	93%	94%	95%	94%
	Year 5	94%	94%	94%	94%	94%
	Year 7	93%	94%	95%	93%	93%
	Year 9	90%	92%	89%	88%	89%
Aboriginal	Year 3	43%	41%	43%	49%	51%
	Year 5	35%	37%	34%	35%	38%

	Year 7	32%	34%	39%	34%	36%
	Year 9	31%	30%	34%	32%	33%
All	Year 3	72%	71%	73%	77%	77%
	Year 5	69%	71%	68%	69%	71%
	Year 7	67%	69%	70%	67%	68%
	Year 9	66%	66%	66%	63%	66%

Source: ACARA

6.1.2.2. Writing

Table 5: Percentage of NT students achieving the National Minimum Standard 2017-2022

Indigenous Status	Year Level	2017	2018	2019	2021	2022
Non-Aboriginal	Year 3	93%	92%	94%	93%	95%
	Year 5	88%	86%	89%	88%	91%
	Year 7	82%	83%	84%	84%	90%
	Year 9	74%	74%	72%	76%	83%
Aboriginal	Year 3	42%	34%	43%	42%	45%
	Year 5	28%	24%	30%	25%	31%
	Year 7	21%	19%	22%	24%	25%
	Year 9	18%	15%	18%	19%	24%
All	Year 3	72%	68%	72%	73%	75%
	Year 5	63%	62%	64%	61%	67%
	Year 7	56%	57%	57%	57%	62%
	Year 9	51%	49%	49%	51%	59%

Source: ACARA

6.1.2.3. Numeracy

Table 6: Percentage of NT students achieving the National Minimum Standard 2017-2022

Indigenous Status	Year Level	2017	2018	2019	2021	2022
Non-Aboriginal	Year 3	95%	96%	94%	94%	94%
	Year 5	96%	97%	95%	94%	95%
	Year 7	95%	96%	95%	92%	91%
	Year 9	96%	96%	96%	94%	95%
Aboriginal	Year 3	50%	53%	46%	41%	43%
	Year 5	45%	48%	44%	30%	38%
	Year 7	46%	50%	45%	32%	29%
	Year 9	61%	54%	57%	43%	52%
All	Year 3	76%	78%	74%	73%	74%
	Year 5	75%	78%	73%	67%	71%
	Year 7	74%	77%	73%	65%	64%
	Year 9	81%	78%	80%	71%	77%

Source: ACARA

6.2. Overview of NTCET results

In 2022 the NTBOS issued 1357 certificates to students who successfully completed their NTCET.

Figure 7: Percentage of year 12 students who obtained the NTCET*

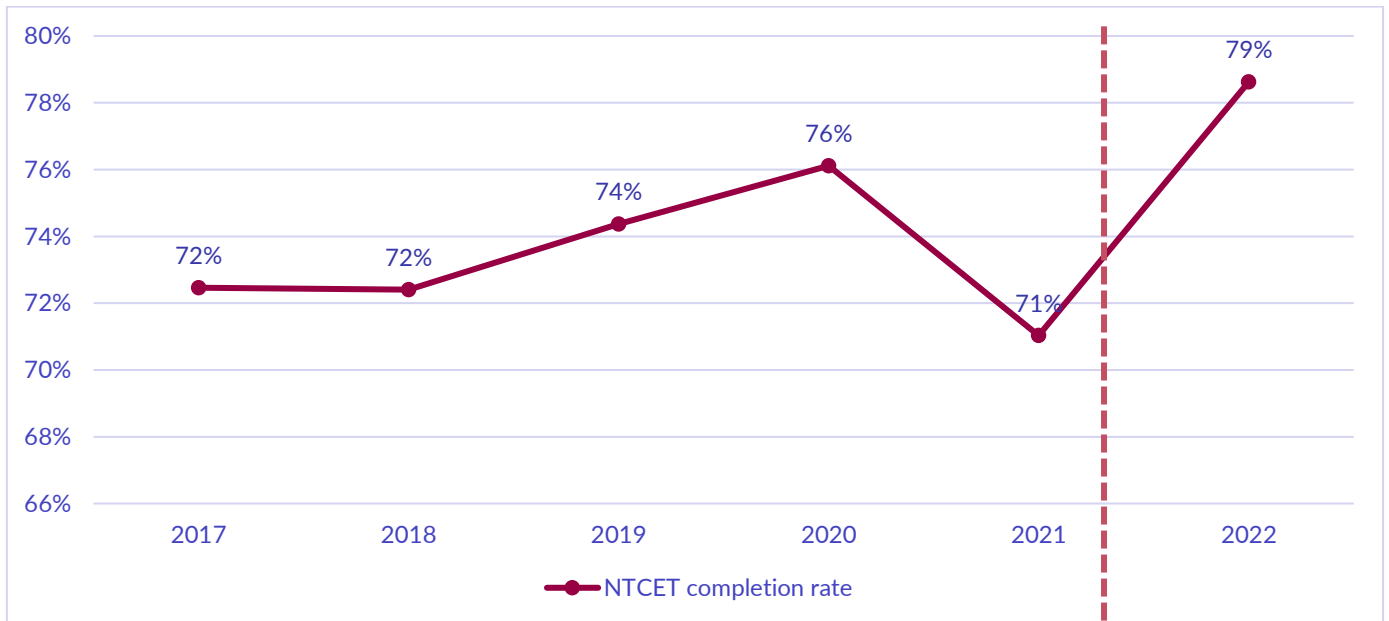


Figure 8: Percentage of year 12 students who obtained the NTCET – female and male*

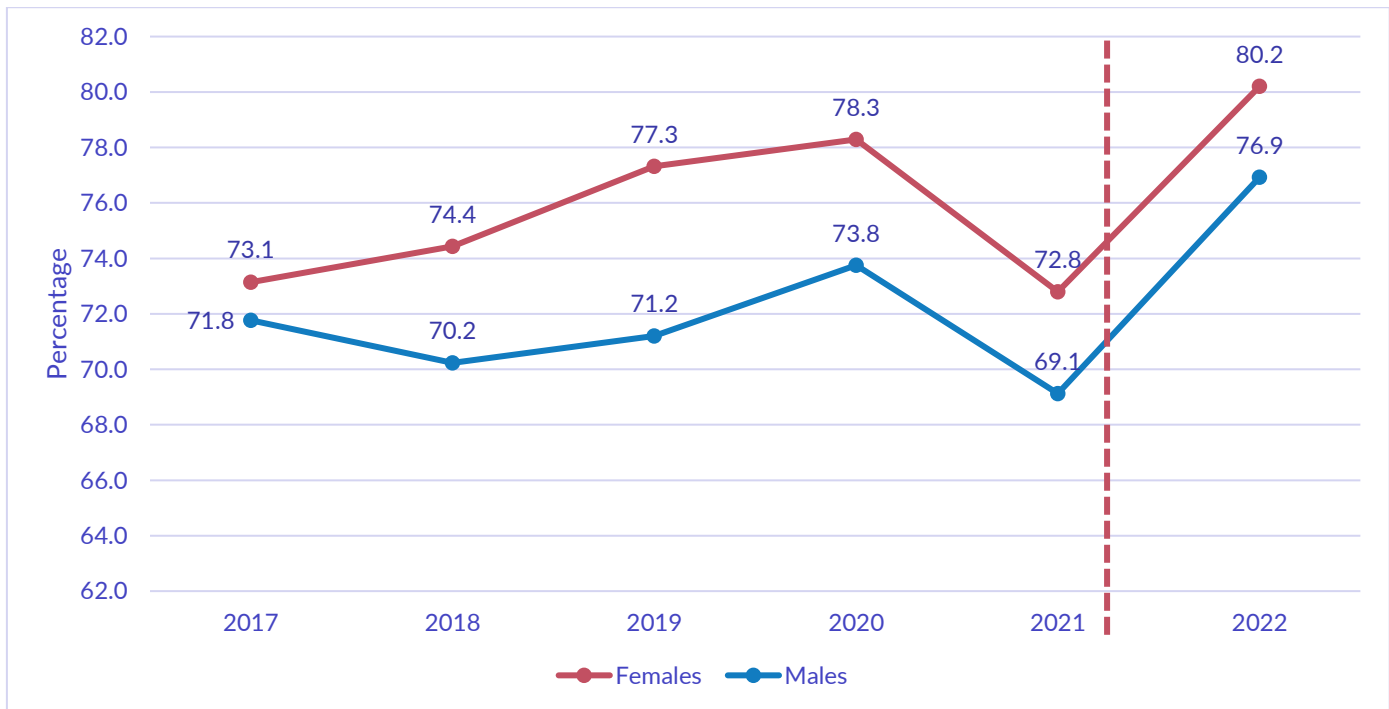
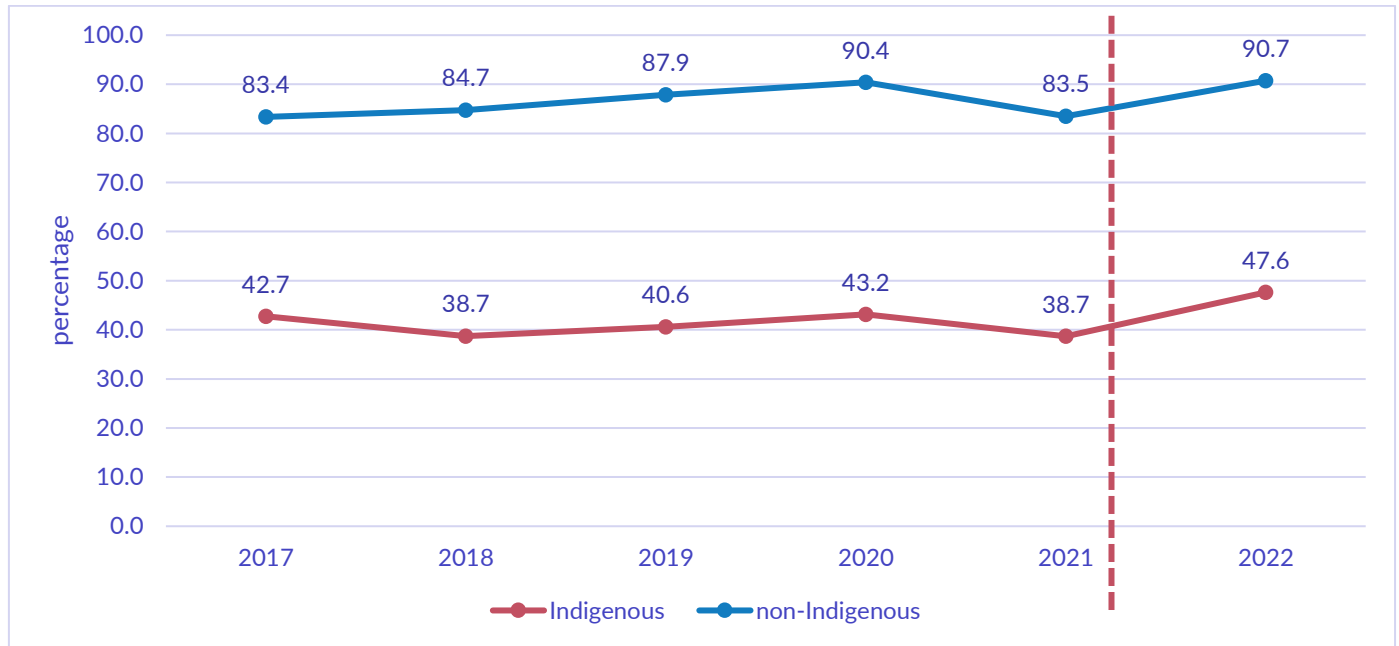


Figure 5: Percentage of enrolled 12 students who attained NTCET – Indigenous and non-Indigenous*



* Please note the 2022 break in time series is due to a change in measure of NTCET completion rate across all sectors. As of 2022, the measure of calculating year 12 population changed to a distinct count of year 12 students at Age Grade Census, which ensures all students are only counted once, even if they were enrolled in more than one school throughout the year. Age grade census happens on the first Friday of August every year.

6.2.1. VET studies contributing to the NTCET

VET studies continue to be a popular option for students completing their NTCET. With almost half of all NTCET students studying VET in some capacity, and over a quarter of NTCET completers requiring VET to complete their NTCET.

Figure 6: Percentage of students who studied VET as a part of their NTCET 2017-2022.

