

Annual Report

2013

© Northern Territory Government 2014

For further information please contact
Executive Officer
Northern Territory Board of Studies
GPO Box 4821
Darwin NT 0801

Telephone (08) 8944 9204
Facsimile (08) 8999 4363
E-mail ntbos@nt.gov.au

Reproduction of this work in whole or in part for educational purposes within an educational institution and on condition that it not be offered for sale, is permitted by the Department of Education.

Published by the Department of Education
For the Northern Territory Board of Studies

Northern Territory Board of Studies

Annual Report/Northern Territory Board of Studies 2013 - Darwin:
Department of Education for the Northern Territory Board of Studies, 2013-v.:ill.; 25cn. Annual

ISSN 1033-0844

1. Northern Territory Board of Studies
2. Education-Northern Territory-Periodicals
3. Education and state-Northern Territory-Periodicals

379.9429 20

The Hon Peter Chandler MLA
Minister for Education
Parliament House
DARWIN NT 0800

30 June 2014

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 2013.

Yours sincerely



Ralph Wiese
Chair



Contents	Page
Letter of Transmittal	ii
Report from the Chair	1
Functions of the Board	3
Overview	4
2013 Board Member Profiles	5
Matters and Reports considered by the Board	9
Meeting Dates	9
Performance of Northern Territory students in National Assessment Program – Literacy and Numeracy (NAPLAN) tests	10
• Executive Summary	12
• Explanatory notes	14
• Participation – Reading and Numeracy	15
• Overall Achievement	17
• Achievement by Indigenous Status	18
Northern Territory Certificate of Education and Training (NTCET)	24
Northern Territory Certificate of Education and Training Statistics Graphs and Tables	24
1. NTCET completion by government and non-government sector	24
2. Longitudinal data	31
3. Top twenty NTCET and Merit students	31
4. Stage 1 Results	32
5. Stage 2 Results	33
6. Vocational Education and Training (VET) that contributes to the NTCET	34
Vocational Education and Training in Schools - Employment Pathways	35
Appendices	
1. Northern Territory Board of Studies student awards 2013	37
2. 2013 Stage 1 Accredited Courses	50
3. 2013 Stage 2 Accredited Courses	52

Report from the Chair

This report covers the 2013 calendar year and is the eleventh Annual Report of the Northern Territory Board of Studies since changes were made to the *Education Act* in 2002. The Board is an independent authority that provides advice on curriculum, assessment, reporting and certification for all Northern Territory schools to the Minister for Education.

The Board is comprised of 16 members representing parents, employers, principals, teachers, post-school educators, unions, government and non-government school sectors and the Indigenous community. Representatives from other stakeholder groups attend as observers.

Again, the year has been one of considerable development in terms of Northern Territory initiated projects and policies.

The Board and its operational arm, School Support Services, within the Department of Education, 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 and reporting standards and other matters that impact on Territory education. These include the Australian Curriculum, Assessment and Reporting Authority, the Northern Territory Certificate of Education and Training and Vocational Education and Training in Schools.

At the Territory level, consideration has been given to Australian Curriculum implementation and recognition of student achievement through student awards. Policies and guidelines have been developed and endorsed for use in all Northern Territory schools, ie the Northern Territory senior secondary data release policy, Transition to Year 9, Curriculum, Assessment and Reporting policy and guidelines and Years 10-12 Curriculum, Assessment, Reporting and Certification policy and guidelines.

The Board provided submissions to the Review of Indigenous Education in the Northern Territory and to the 'Reform of the *Education Act* (NT) – Discussion Paper for Consultation'.

The Northern Territory Board of Studies Work Plan (2013 to 2015) will lead and guide the Board's work regarding curriculum planning and student achievement into the future.

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.

The Board of Studies website is regularly updated and an information bulletin is produced four times a year.

As Chair of the Board I have had the opportunity to visit schools around the Territory and attend school and Board award functions and ceremonies. These activities showcase the excellent achievements of Northern Territory students, their teachers and schools (in conjunction with families and communities) and affirm and celebrate the high standard of Territory education.

On behalf of the Board I wish to express appreciation for the work undertaken by those officers in the Department of Education who have supported the work of the Board, in particular, members of the Curriculum, Assessment and Standards and Participation, Pathways and Engagement Divisions.

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

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

Ralph Wiese
Chair

5 August 2014

Functions of the Board

The functions of the Board are to:

- (a) provide advice to the Minister for Education and the Chief Executive of the Department of Education 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
 - (v) government policy that impacts on the Board's functions.
- (b) co-operate and consult with prescribed authorities or bodies engaged in education and related matters.

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

The Board must 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 for Education.

Overview

Boards of Studies

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

- 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 the 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 challenges. 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 chair plus 15 members representing parents, employers, principals, teachers, post school educators, unions, the non-government and government school sectors, Indigenous communities and the Department of Education.

Details of 2013 Board membership are included in Appendix 1

Board Member Profiles – as it was in 2013

Ralph Wiese **Chair**



Mr Ralph Wiese worked in education for 40 years, beginning his career as a teacher at Darwin High School in 1964 then advancing to positions such as senior teacher, assistant principal and principal. He also worked in office based positions including superintendent and general manager before retiring in 2004. Although retired, Ralph maintains a keen interest in all things education and brings a wealth of skill and experience to the position. Ralph's formal qualifications include a Bachelor of Science, Bachelor of Commerce and Diploma of Teaching (Secondary).

Sharon Duong **Member nominated by the Catholic Education Office, Northern Territory**



Mrs Sharon Duong is Deputy Director – Teaching and Learning, Catholic Education Northern Territory for the Diocese of Darwin. Sharon leads the team in supporting NT Catholic schools in teaching and learning, pastoral care and wellbeing, professional learning and leadership development. Her areas of particular interest are in senior secondary curriculum including vocational education, English as a Second Language, inclusive education and flexible learning options. She is a strong advocate for all students to develop as whole persons and to experience success in all aspects of the curriculum. Sharon's previous experiences are as Senior Education Adviser and Indigenous Education Consultant for Catholic Education South Australia. Prior to that, she was a coordinator of ESL and Special/Adaptive Education T-12 and senior secondary teacher at St Aloysius College, Adelaide. Sharon's formal qualifications include Master of Catholic Education, Master of Education, Diploma in Education and Bachelor of Arts.

Martin Glass **Member (who is a parent of a child who attends a non-government school) who represents the interests of parents of children who attend non-government schools**



Mr Martin Glass is the Regional Coordinator for Central Australia for the Memorandum of Understanding between the Australian Government and the Minerals Council of Australia working to facilitate Indigenous employment and enterprise outcomes in the resources sector. Martin is currently developing a remote Indigenous fly in fly out strategy for the Australian Government.

Martin's 20 year career with the Australian Defence Force culminated with his Command of Norforce based in the Northern Territory. Since that time, he has held senior operational positions within global corporate organisations, Australian national companies, including not for profit non-government organisations. He has been involved in Indigenous education and training since his time as Commanding Officer of Norforce with the Australian Army. He is passionate about creating opportunities to bridge the cultural divide and has conducted a number of Indigenous employment programs.

Martin has educated his children in both government and non-government schools within the Northern Territory, New South Wales, Queensland and Victoria. He and his family live in Alice Springs and his daughter attends Our Lady of the Sacred Heart College.



Andrew Leslie

Member (who is the head teacher of a secondary school) who represents the interests of head teachers of secondary schools

Mr Andrew Leslie has over 15 years' experience in teaching, senior level administration, leadership and pastoral positions. In his current position as Principal, Centralian Middle School, he led the development and implementation of a number of programs, policies, guidelines and systems to initiate improvement and maintain high educational standards and pastoral care.



Wendy Troe

Member (who is a parent of a child who attends a remote school) who represents the interests of parents of children who attend remote schools (whether government or non-government)

Ms Wendy Troe has lived in Nhulunbuy for 13 years. Her son is in Year 9 at Nhulunbuy High School. Ms Troe has worked in education for 30 years as a teacher, education adviser, curriculum writer and project officer and currently works at Nhulunbuy High School teaching English and modern history. Wendy has previously served on the Education Advisory Council and was President of Nhulunbuy Children's Services Inc. for a number of years. Wendy has designed and implemented the Over the Top Tour – a European excursion for senior school students, visiting London, the Western Front, Normandy and Paris – that has become a feature of the Nhulunbuy High School calendar.



Susan Bowden

Member who is an employee of the department administering the Education Act

Ms Susan Bowden is Deputy Chief Executive, School Education with the Department of Education. Her portfolio includes School Support Services, Schools North and Schools South. For the past 10 years Susan has worked for the Department of Education in the Northern Territory. Her roles included principal, General Manager Student Services, Director School Performance, foundation Senior Director for the Centre for School Leadership, Learning and Development at Charles Darwin University and Executive Director School Support Services. Prior to her work in the Northern Territory Susan worked in both schools and corporate areas for Education Queensland.



Maree Bredhauer

Member (who is the head teacher of a primary school) who represents the interests of head teachers of primary schools

Ms Maree Bredhauer is the President, Association of Northern Territory School Educational Leaders (ANTSEL). Prior to her current role Maree was the acting Director Centre for School Leadership, Learning and Development, Department of Education from 2010 to 2011 and has held the position of principal in various Northern Territory schools since 1998. As a principal and ANTSEL President Maree represents the voice of school principals on a number of reference and advisory groups. Maree has a wealth of experience as a school leader as well as considerable high level knowledge and experience gained as President ANSTEL. Her work with principals and school leadership teams across the breadth of the Northern Territory and across all sectors has provided her with an extensive knowledge of the needs of all students in Northern Territory schools.



Professor Peter Kell

Member who represents post-school education

Professor Peter Kell is Head of the School of Education at Charles Darwin University. Professor Kell was appointed to Charles Darwin University in May 2011 and was previously the Director of the UNESCO-UNEVOC centre at the Hong Kong Institute of Education. Peter has a background as a teacher in Technical and Further Education, Correctional Education and Tertiary Outreach. Peter has previously worked at the University of Wollongong, RMIT University and James Cook University and has wide experience in pre-service and postgraduate teacher education and research in education. Peter's current research includes international research projects on overseas volunteering, global student mobility and international literacy and numeracy testing.



Hugh Roberts

One of two members who represent the interests of employers

Mr Hugh Roberts is the Education, Employment and Training Advisor at the Chamber of Commerce NT. Hugh develops policy on employment, education and training for the Chamber of Commerce NT and is a member of the Australian Chamber of Commerce's Education, Employment and Training Committee. Hugh provides targeted information and support to Chamber members and other businesses and employers relating to education and training as well as workforce planning and development. He is a qualified careers adviser and VET practitioner and has experience managing a registered training organisation. He is a member of the Career Educators Association of the Northern Territory (CEANT) and is an active member of the Top End Education and Training Network (TEETN). Hugh is passionate about providing all NT students with a rounded education focused on academic excellence, literacy, numeracy, communication and other employment skills to assist their transition into the world of work or into higher education.



Pauline Schober

Member who represents the interests of Indigenous people

Ms Pauline Schober was born in the Northern Territory (NT) and is an Indigenous teacher currently working in Indigenous Education Policy. Pauline was a previous member of the Northern Territory Indigenous Education Council (NTIEC) contributing to the development of the NTIEC Strategic Plan 2009-2012. Pauline is the proud mother of four children who are at varying schooling levels, including middle and senior school and has recently graduated with her Masters of Education at Charles Darwin University. She is actively involved in the wider community through sport, including Rugby League, Rugby Union, Netball and Basketball. Pauline established the NT Women's Rugby League and has been the President of the NT Women's Rugby League for four years. Pauline is a strong advocate for the Indigenous community and brings her 'first hand' experiences and knowledge as an Indigenous pupil, educator and parent plus cross cultural understanding and perspective to the Board.

Vacant

Member nominated by Unions NT

Vacant

Member representing the interests of employers



Matthew Cranitch

Member nominated by the Northern Territory branch of the Australian Education Union

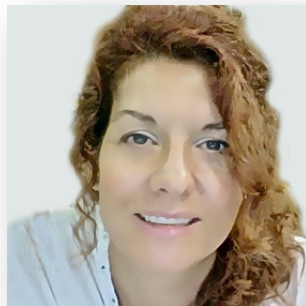
Mr Matthew Cranitch is the president of the Australian Education Union (NT Branch) and has responsibility for representing teachers and educators employed in public schools in the Territory. Prior to 2011, Matthew has 12 years classroom teaching experience in both the Northern Territory and Queensland in both public and independent schools. His most recent teaching role was at Casuarina Senior College in Darwin's northern suburbs, although he has taught students at all levels from Year 8 to Year 12. Matthew's teaching expertise encompasses a range of subjects covering both English and humanities courses including History, English Communications, SOSE and Australian and International Politics.



Shelley Martin

Member (who is a practicing teacher) who represents the interests of teachers

Ms Shelley Martin currently holds the position of Senior Teacher Early Childhood at Nhulunbuy Primary School. Her career spans 28 years. She relocated to the Northern Territory in 1986, where she has taught preschool to adult education. Shelley has worked as an education advisor and an assistant principal and worked in large, urban and remote schools. She has had experience teaching in multicultural settings in both special needs as well as mainstream education. Shelley has been involved with the development and implementation of the Northern Territory Curriculum Framework and the implementation of the Australian Curriculum.



Susan Wright

Member (who is the parent of a child who attends a government school) who represents the interests of parents of children who attend government schools

Mrs Susan Wright is the Grants and Reports Manager with Barkly Regional Arts in Tennant Creek. She has five children (four school aged); one attends Tennant Creek High School and three attend Tennant Creek Primary School. She is a school council member at both schools. Susan is the President of the Tennant Creek Women's Refuge as well as a member of the NT Register of Peers – Department of Arts and Museums. She also teaches a weekly Yoga class which is open to adults and children. Susan's passion for inclusive education is sparked by her life-long love of learning. Barkly Regional Arts works closely with partners and the schools in Tennant Creek and other Barkly communities to enhance educational engagement through the arts.



David Shinkfield

One member nominated by the Association of Independent Schools of the Northern Territory

Mr David Shinkfield is the Principal, Kormilda College Darwin. Mr Shinkfield was educated at Haileybury College and Melbourne University and commenced his career at Mentone Grammar teaching mathematics. He then secured a position at St John's School, England where he worked for three years before taking up a leadership role at Rugby which spanned 12 years. David has a Master of Arts in Education. A keen proponent of all sports, David has a passion for cricket, a sport that he played to a high level in his youth, and which he has coached to the top level in schools.

Matters and Reports considered by the Board in 2013

- Analysis of 2012 NAPLAN results
- Analysis of 2012 NTCET results
- Australian Curriculum
- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Australian Tertiary Admission Rank
- Disability Standards and the impact in the Northern Territory
- Implementation of the Australian Curriculum F-12
- Industry Academies
- Literacy and Numeracy
- National Assessment Program - Literacy and Numeracy (NAPLAN)
- National issues and initiatives
- Northern Territory Certificate of Education and Training (NTCET)
- NTBOS Work Plan 2013 to 2015
- Policies and Guidelines
- SACE Board
- Senior Secondary data release
- Skills reform
- Student awards and ceremonies
- Review of Indigenous Education in the Northern Territory
- Review of the *Education Act* NT (NTBOS component)
- Vocational Education and Training in Schools (VETiS)
- Website

2013 Meeting Dates

22 March 2013	Darwin
7 June 2013	Darwin
16 August 2013	Darwin
1 November 2013	Catholic Education Office

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). Students sit 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 NAPLAN broadly reflect aspects of literacy and numeracy curriculum across 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, to be used by teachers to support and inform their judgement about how to assist students to improve their learning outcomes.

Each year a national report¹ is published showing NAPLAN results for each state and territory. Additionally, parents/caregivers are provided with a student report about the performance of their children in relation to that of other students in the same year level at their school as well as across Australia. These reports contain a description of what was assessed in each of the tests.

NT schools also receive comprehensive student performance data through the Reporting and Analysing Achievement Data (RAAD) tool. This compares their students to other students in the same year level across Australia, the NT and in their own school. The RAAD shows each student's level in relation to the Australian Curriculum and their position relative to the National Minimum Standard (NMS) in NAPLAN. The RAAD tool enables school leaders and classroom teachers to analyse student performance information at the individual question level to inform strategic and operational plans at the school, classroom and individual student level.

The [My School website](http://www.myschool.edu.au) provides information about Australia's schools, including the number of students and teachers at the school as well as NAPLAN performance. Using the My School website, parents and school communities can compare their school's results with neighbouring schools and schools serving similar student populations.

NAPLAN test results are scaled so that the current year results can be compared with those in previous years on the same achievement scale. However, writing results in 2013 should not be compared to years prior to 2011 due to a change in genre. From 2011 to 2013, students have been required to complete a persuasive writing task, a change from previous years (2010 and prior) when students were required to write a narrative or story.

Equating one test with another is a complex process and involves some degree of statistical error. For this reason, there may appear to be fluctuations in the average NAPLAN test results from year to year which are 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

¹ <http://www.nap.edu.au/results-and-reports/national-reports.html>

asserted about meaningful change. The 2013 NAPLAN National Report contains additional information about whether changes from 2008 to 2013 are significant. Confidence intervals have also been included in the data presented within this report to indicate significance of changes from one year to the next.

In this report, results are presented by assessment area – focussing on reading, numeracy and writing 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 not stating their Indigenous status are excluded from the data that is presented by Indigenous status. Results for government and non-government (Catholic, independent and Christian) schools are not disaggregated as nationally comparable data is not available at this level.

When examining the results for the NT, it is important to consider that this jurisdiction differs markedly from any other state or territory. It has the smallest population, with the highest proportion of the population living 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 the largest proportion of Indigenous population.

The NT has an Indigenous student cohort that is approximately 40 per cent² of the total school population, almost 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 compared with 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 observed.

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.

² Source: ABS 4221.0 Schools, Australia; 2013

Executive Summary

Performance

Across all year levels and assessment areas, the proportion of NT students achieving national minimum standards (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.

NT Indigenous students had the lowest performances in Australia, achieving their best results in Year 3 reading with 51 per cent achieving NMS. However, this remains 30 percentage points lower than the Australian average of 82 per cent for Indigenous students in this test. The lowest achievement rate for NT Indigenous students was in writing for both Year 7 and Year 9 students, with 21 per cent achieving NMS. Again this is substantially lower than the Australian Indigenous student averages of 61 per cent (for Year 7) and 51 per cent (for Year 9) for these tests.

NT non-Indigenous student achievement was more comparable with non-Indigenous students across Australia, with best results in Year 3 numeracy where 96 per cent achieved NMS (only one percentage point lower than the Australian average of 97 per cent). The lowest achievement rate for non-Indigenous students was in Year 9 writing where 77 per cent of non-Indigenous students achieved NMS (eight percentage points lower than the Australian average of 84 per cent).

The proportion of Indigenous students in very remote schools achieving NMS (ranging from 4 to 38 per cent across assessment areas and year levels) was significantly lower than Indigenous students in remote and provincial schools. Achievement rates for Indigenous students in remote schools in the NT ranged from 23 to 70 per cent across all assessment areas and year levels. Indigenous students in provincial schools fared best in the NT with achievement rates ranging between 43 to 83 per cent across all assessment areas and year levels. The proportion of non-Indigenous students achieving NMS in the NT was similar for provincial, remote and very remote areas and ranged from 71 to 99 per cent across all the assessment domains, year levels and remoteness levels.

Participation

In 2013 participation rates for all students across year levels and test domains ranged from 80 to 89 per cent in the NT compared to 91 to 96 per cent for the whole of Australia.

The NTs highest participation rates were in Year 5 spelling, and Year 5 grammar and punctuation with 89 per cent of students participating. Year 9 numeracy had the lowest participation rate with 80 per cent of students participating in the test. This was 11 percentage points lower than the Australian average.

The participation rates for Indigenous students followed a similar pattern to all students in the NT in 2013. Year 5 spelling, and Year 5 grammar and punctuation had the highest participation rate with 81 per cent of Indigenous students participating in the test, while Year 9 reading had the lowest participation with 61 per cent of Indigenous students participating in the test.

For NT non-Indigenous students in 2013, Year 7 writing had the highest participation rate with 96 per cent of students participating in this test, which was marginally higher than participation nationally. Year 9 numeracy had the lowest non-Indigenous participation rate with 93 per cent of students participating in the test; however, this rate was also marginally above the national participation for the same test. Year 9 non-Indigenous students had a higher participation rate than the Australian average across all domains.



Explanatory Notes

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 NMS.

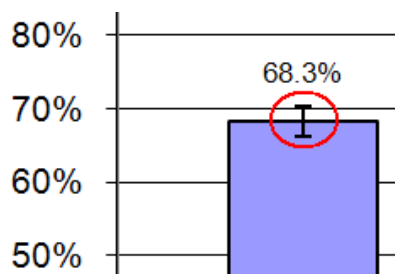
Students may be withdrawn from the testing program by the parent/caregiver on the grounds of religious beliefs and philosophical objections to testing. Students who have been withdrawn from testing are not counted as part of the cohort assessed and are excluded from performance calculations.

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 the NMS as a percentage of the total number of students assessed or exempt from testing.

Students not stating their Indigenous status are excluded from the data that is presented by Indigenous status, but are included in the overall figures.

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 NMS. The interval in this case is 2%, indicating a 95% chance that the true percentage falls between 66.3% and 70.3%.

Participation

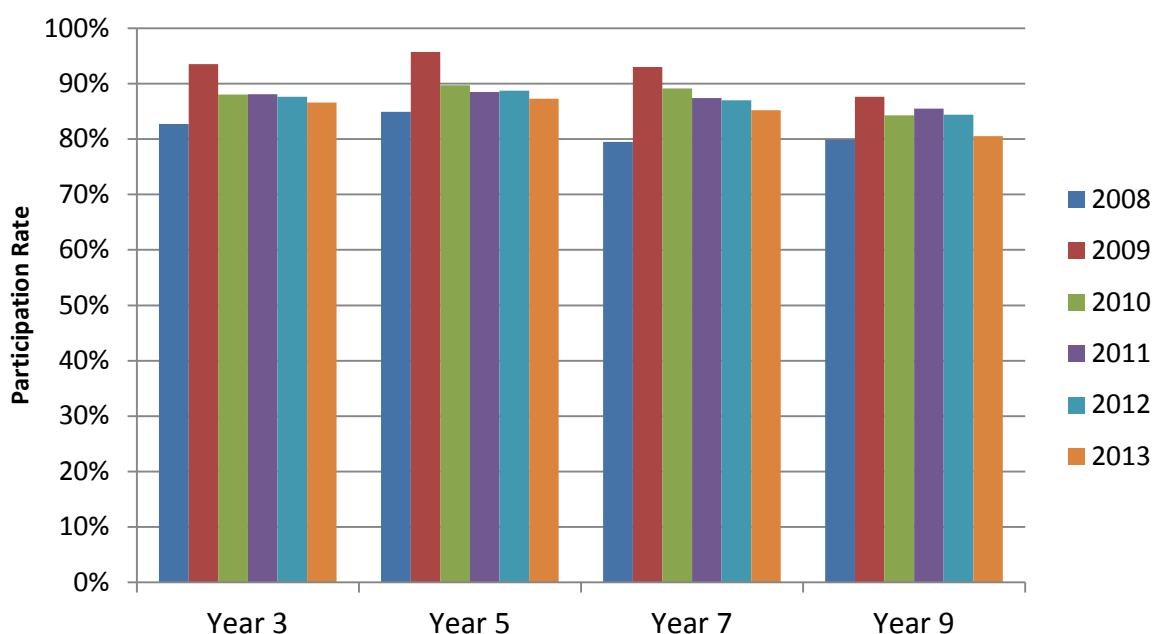
Participation rates nationally have remained steady in 2013 compared to 2012 and are also similar to 2008 rates; however, there has been a gradual participation rate erosion of around one percentage point over this time across year levels and test domains.

For the NT, 2008 and 2009 mark the low and high participation rate points respectively. Since 2009 participation rates in the NT have been more stable, but there has been gradual erosion in rates across year levels and test domains consistent with national trends. The decline in participation has been largest for Year 7 (down around four percentage points) and smallest for Year 3 (down approximately one percentage point) over this period.

1. Participation of students in the Reading test

NT reading participation rates in 2013 declined compared to the previous three years for each year level, however remain above the 2008 participation rates. In 2013, the highest participation rate for reading was for Year 5 students with 87 per cent of NT students participating. Year 5 students had the smallest gap in participation compared to the Australian average with participation 8.5 percentage points lower for reading. Figure 1.1 shows the participation rates for reading in the NT from 2008 to 2013.

Figure 1.1 NT Participation in Reading 2008 - 2013

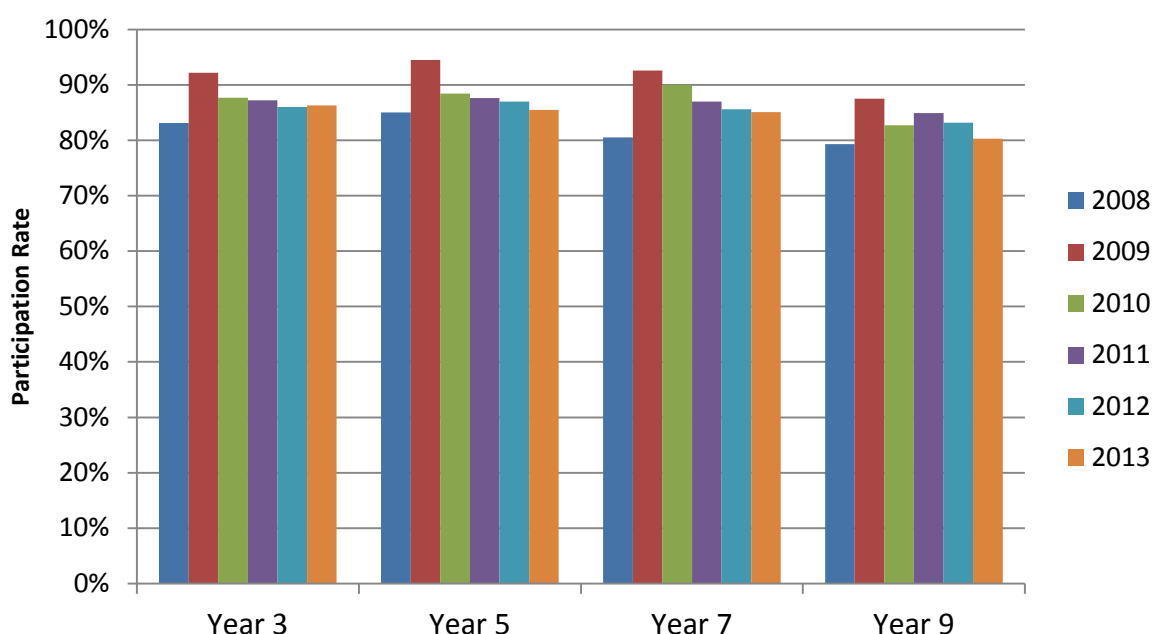


Source: DoE Performance and Data Management
For explanatory notes see page 14

2. Participation of students in the Numeracy test

NT numeracy participation rates in 2013 remained similar to those achieved in 2012. The 2013 rates were lower for Years 5, 7 and 9, with the Year 9 participation experiencing the largest decline, while Year 3 participation in numeracy for the NT increased marginally. In 2013 the highest participation rate for numeracy was Year 3 students with 86 per cent of NT students participating. Year 3 students had the smallest gap in participation compared to the Australian average with participation 8.6 percentage points lower for numeracy. Figure 2.1 shows participation rates in numeracy in the NT from 2008 to 2013.

Figure 2.1 NT Participation in Numeracy 2008 - 2013



Source: DoE Performance and Data Management
For explanatory notes see page 14

Overall Achievement

3. Overall achievement of NT and Australian students

Across all year levels and assessment areas the proportion of NT students achieving NMS remains consistently lower than other states and territories, and the Australian average. Year 3 numeracy students were the highest achievers in the NT with 76 per cent of students achieving NMS (20 percentage points lower than the Australian average of 96 per cent). Year 9 writing students were the lowest achievers in the NT with 54 per cent of students achieving NMS (28 percentage points lower than the Australian average of 83 per cent).

The following table shows 2013 mean scale scores and proportion of students at or above national minimum standards (AANMS) for the NT and Australia, including the change compared to 2008, the benchmark year for NAPLAN testing.

Figure 3.1 Reading and Numeracy 2013 mean scale score and proportion of students at or above NMS including 2008 to 2013 score change¹

Test Domain	Year Level	2013 Mean Scale Score and Change on 2008		2013 Percent of Students At or Above National Minimum Standards and Change on 2008	
		NT	Aust	NT	Aust
Reading	3	339 33	419 19	74 12	95 3
	5	437 32	502 18	74 11	96 5
	7	469 0	541 4	66 -1	94 0
	9	528 4	580 2	71 1	93 1
Numeracy	3	332 -6	397 0	76 -1	96 1
	5	422 6	486 10	70 1	93 1
	7	477 -12	542 -3	72 -4	95 0
	9	523 -9	584 1	68 -6	91 -3

¹ The bold figures show the Mean Scale Score; the smaller figures show change on 2008.

Notes: **green** = significant increase; **red** = significant decrease; **light green** = non-significant increase; and **light red** = non-significant decrease in 2013 compared to 2008.

Achievement by Indigenous Status

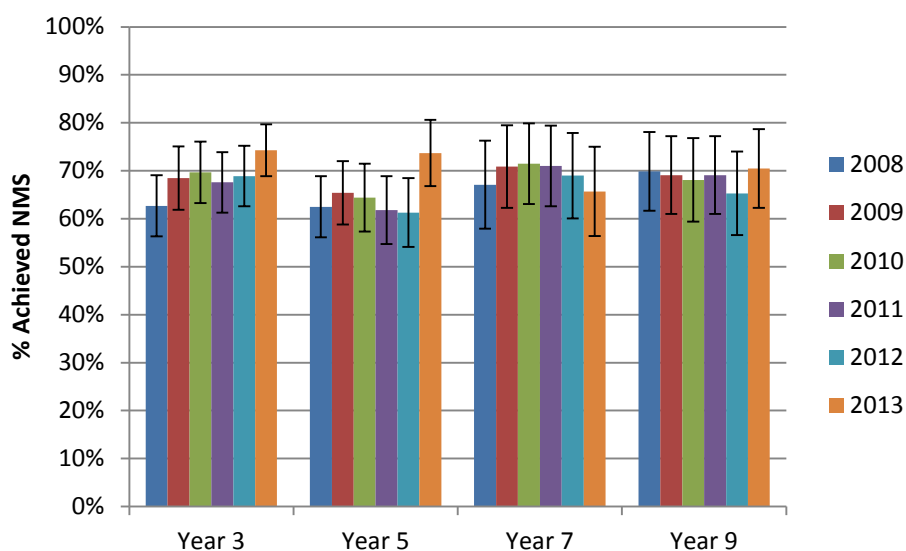
4. Reading

There was a large increase in the percentage of Indigenous students achieving NMS in reading in 2013 for Year 3 and Year 5 students. Increases in the percentage of students achieving NMS in Year 3 and Year 5 for reading also increased consistently across jurisdictions nationally and for both Indigenous and non-Indigenous cohorts. The size of the 2013 increase, particularly for the Year 5 cohort, is expected to be related to a test effect rather than actual change.

For Indigenous students, Year 3 had the largest proportion achieving NMS in 2013 at 51 per cent for reading. The only decline in the proportion of students achieving NMS in 2013 was for Year 7 Indigenous students.

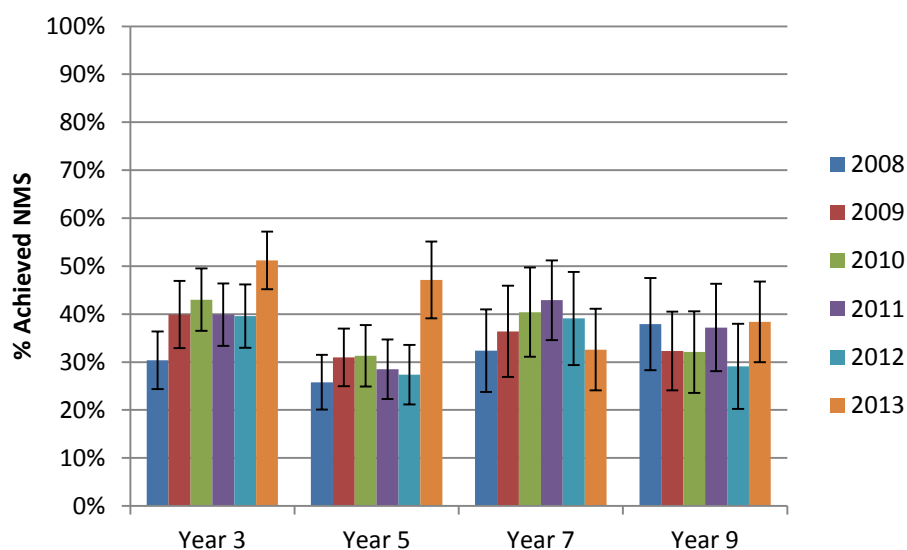
Year 5 non-Indigenous students had the highest percentage of students achieving NMS for reading in the NT at 95 per cent. The percentage of non-Indigenous students in the NT achieving NMS in reading is close to the Australian average across all year levels.

Figure 4.1 Percentage of NT Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2013



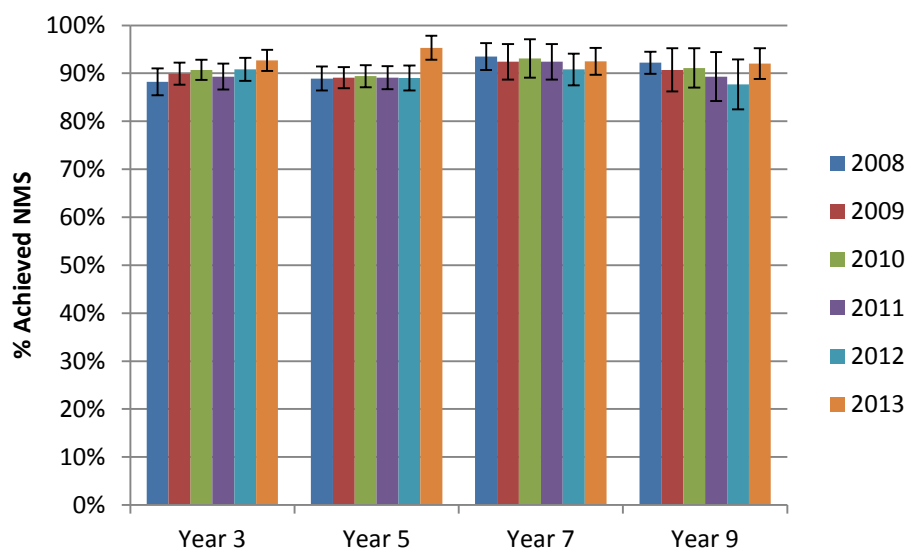
Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 4.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2013



Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 4.3 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2013



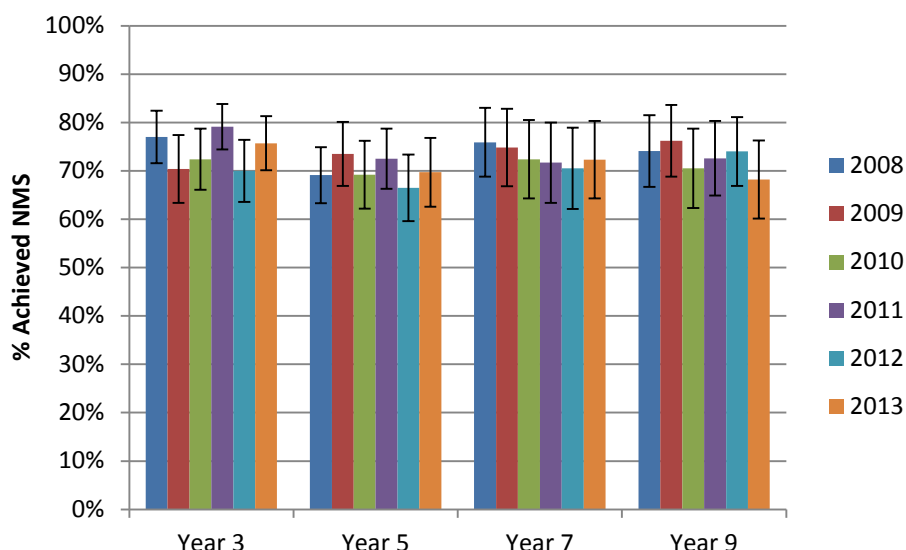
Source: DoE Performance and Data Management
For explanatory notes see page 14

5. Numeracy

The percentage of Indigenous students achieving NMS in numeracy in 2013 increased for each year level, except for Year 9, however all year levels remain below the 2008 benchmark. Year 3 students had the highest percentage achieving NMS at 50 per cent.

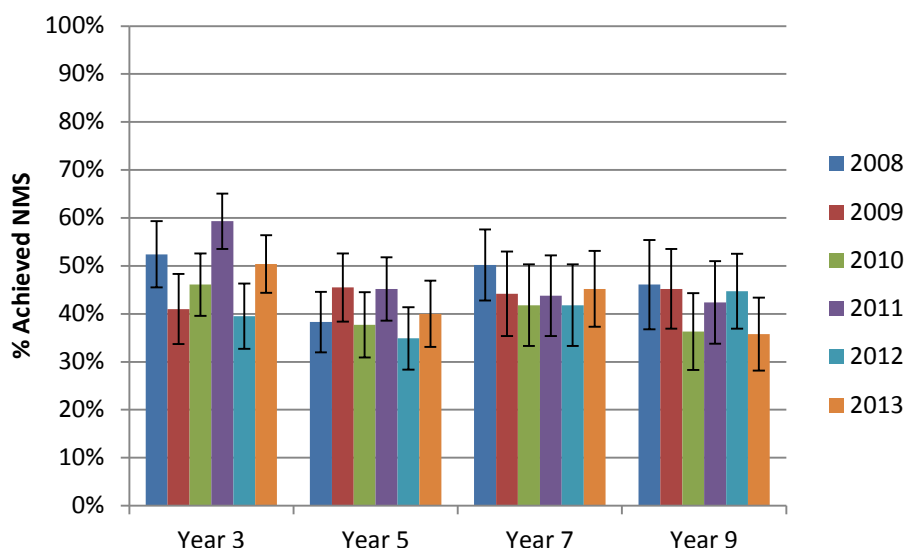
The percentage of non-Indigenous students achieving NMS in numeracy has remained relatively stable over the six year period from 2008; however, Year 9 achievement has declined gradually from 94 to 90 per cent over this period. The percentage of non-Indigenous students in the NT achieving NMS in numeracy is close to the Australian average across all year levels.

Figure 5.1 Percentage of NT Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2013



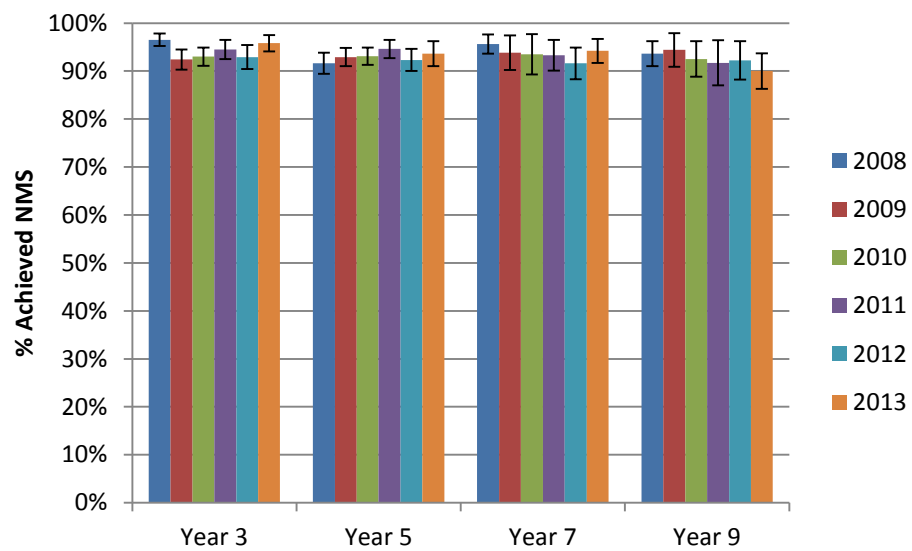
Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 5.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2013



Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 5.3 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2013



Source: DoE Performance and Data Management
For explanatory notes see page 14



6. Writing

In 2011, the writing test domain changed from a narrative to a persuasive writing task. Due to this change in genre, the 2011 to 2013 writing results should not be compared to earlier years. Writing results for the earlier years have therefore been excluded.

The percentage of Indigenous students achieving NMS in writing has decreased in all year levels since 2011. The percentage of non-Indigenous students achieving NMS in writing has been relatively stable over the three years from 2011. The proportion of students achieving NMS decreases at each year level for writing moving from Year 3 to Year 9.

The difference in the proportion of non-Indigenous students achieving NMS in the NT compared to nationally is larger for writing than either reading or numeracy.

Figure 6.1 Percentage of NT Students Achieving National Minimum Standard (NMS) in Writing 2011 – 2013

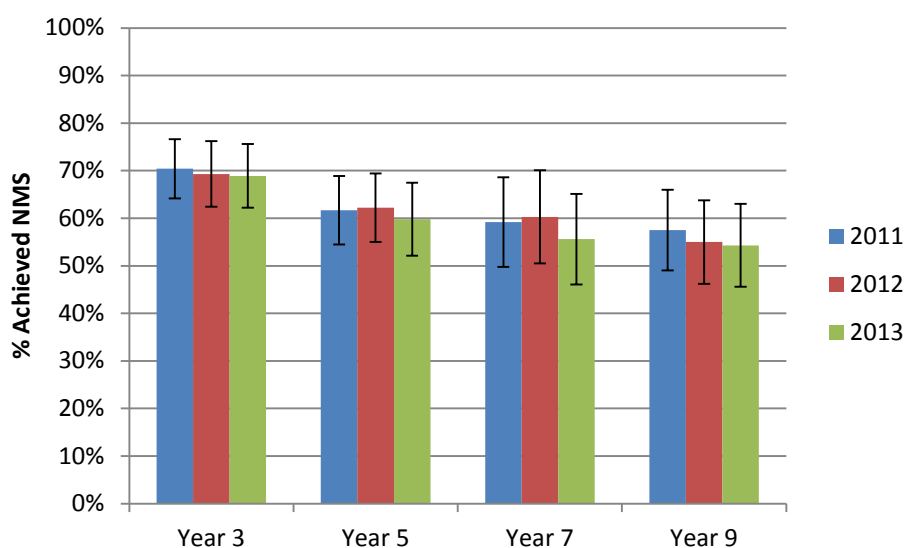
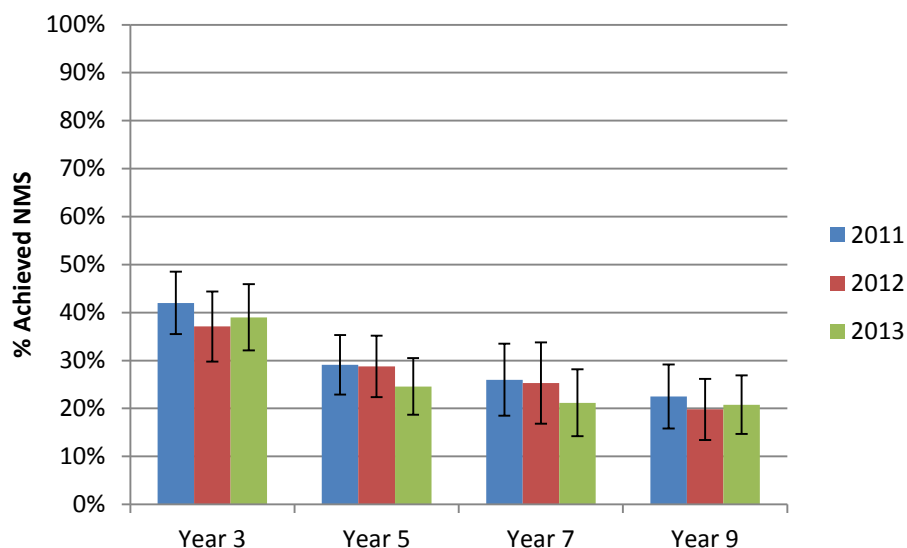
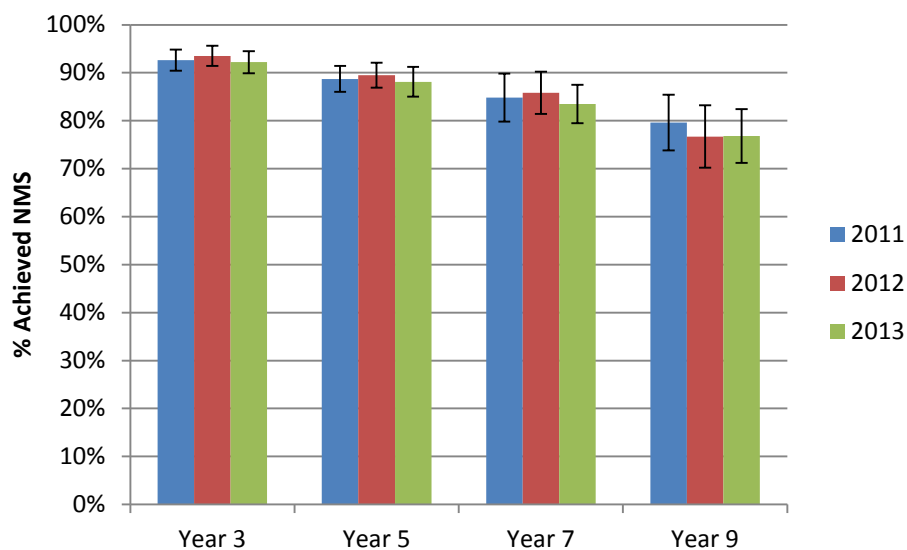


Figure 6.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Writing 2011 – 2013



Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 6.3 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard (NMS) in Writing 2011 – 2013



Source: DoE Performance and Data Management
For explanatory notes see page 14

2013 Northern Territory Certificate of Education and Training (NTCET)

The NTCET

The 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.

The NTCET replaced the Northern Territory Certificate of Education in 2011. 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.

2013 Results Release

Students who completed requirements for the NTCET during 2013 received their results on 19 December 2013. 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.

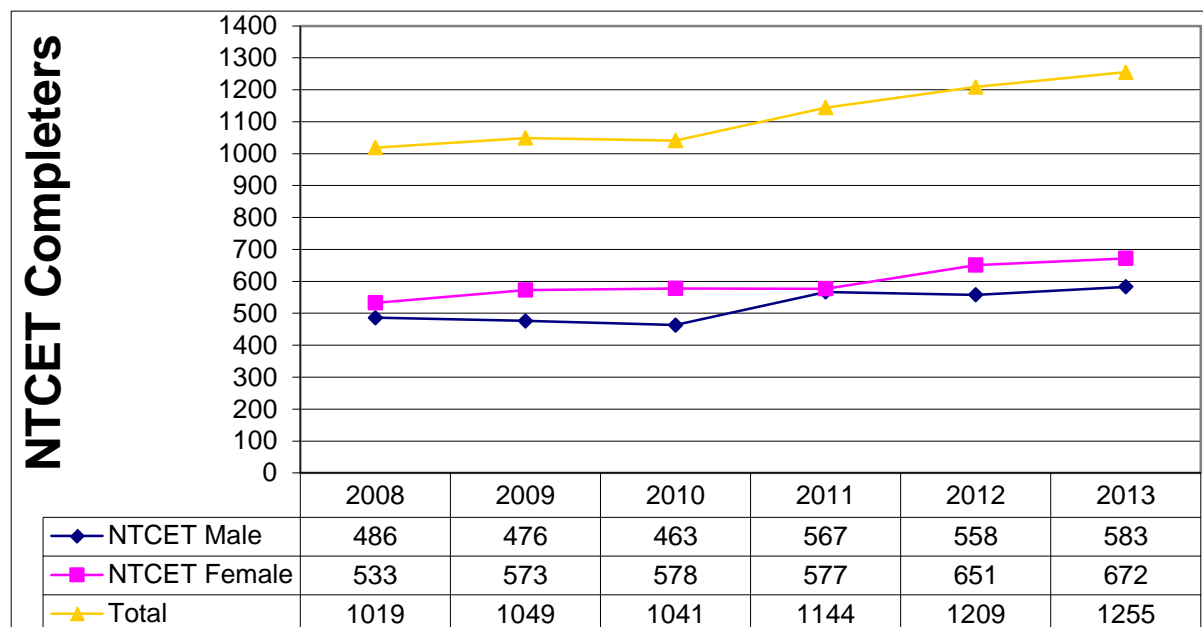
A Results Enquiry Service (RES) was available to Year 12 students and their parents from 19 December 2013 to 3 January 2014. This service, operating from the Senior Years Curriculum team, Department of Education, assisted students with interpreting results and provided support to students and parents about future pathways. Students were able to access the service via a free call number. The RES staff received approximately 10 calls.

2013 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 2008 - 2013.

Figure 1 Total Number of NTCE/NTCETs Issued 2008 – 2013



1995 Northern Territory students studied one or more Stage 2 subjects in 2013. Of these students, 1356 students had the correct enrolment pattern to be eligible to complete their NTCET during 2013.

The Northern Territory Board of Studies (NTBOS) issued 1255 Northern Territory Certificates of Education and Training to students in 2013. The completion rate was 92.6 per cent, a slight decrease from 92.7 per cent in 2012.

Of the Stage 2 students who received their certificate in 2013, 672 (54per cent) were female and 583 (46 per cent) male.

Figure 2 Total number of NTCETs issued to government and non-government students from 2008 - 2013

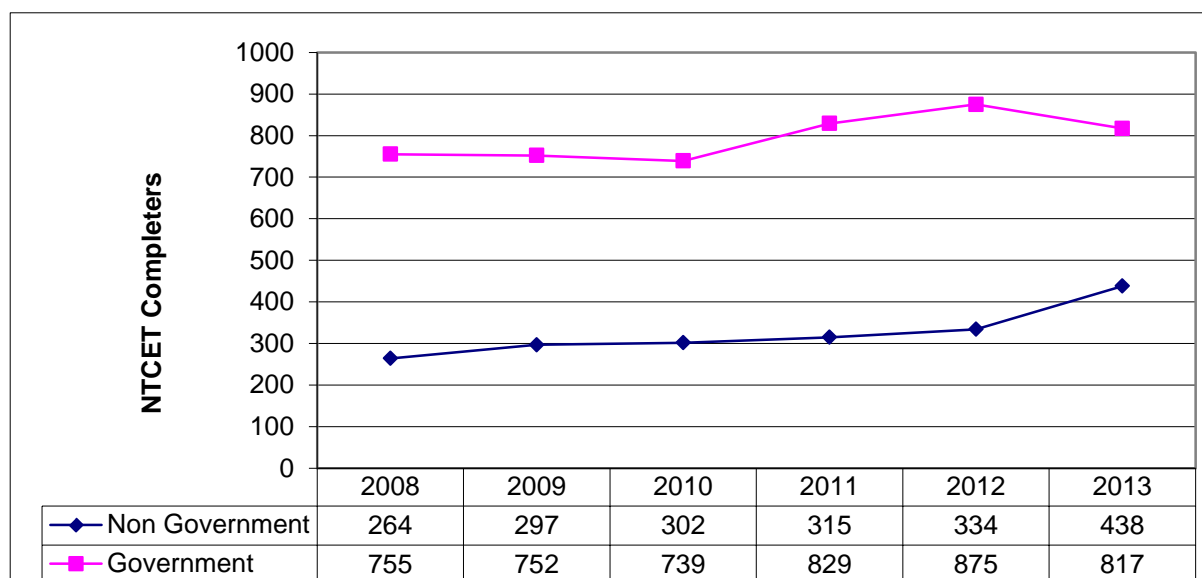
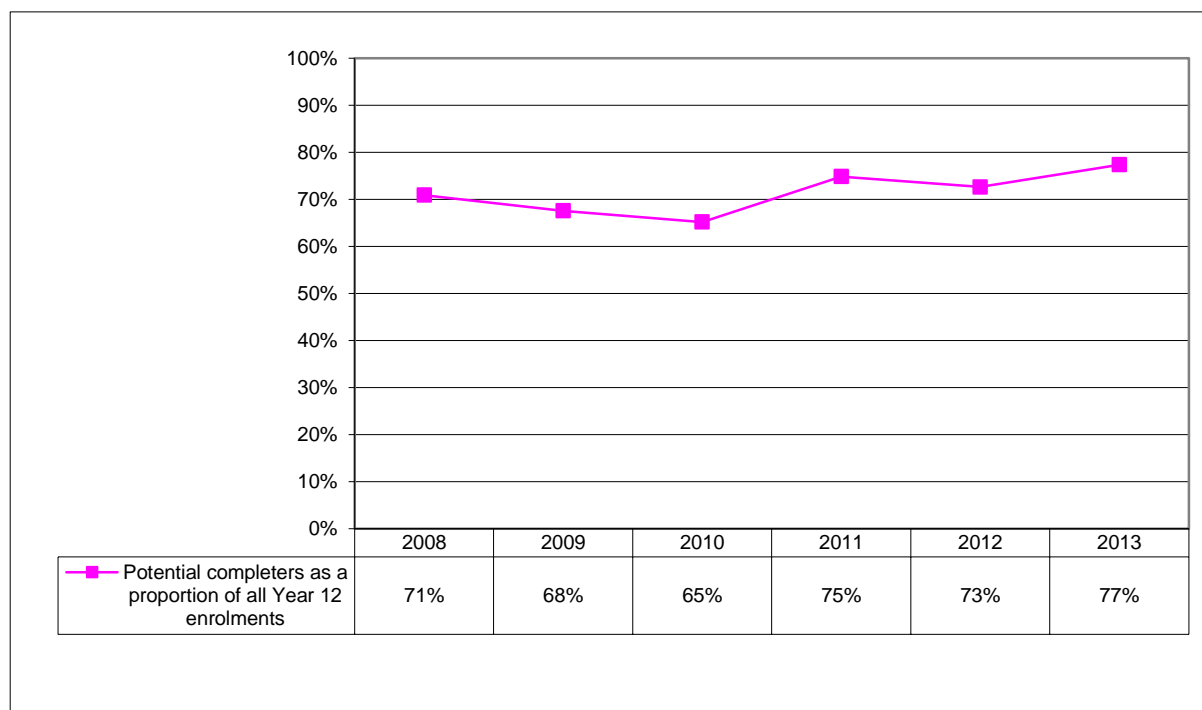


Figure 2 shows that there has been an increase in the number of students receiving the NTCET from 2008 to 2013 at government and non-government schools. In 2013, there was an increase by 31 per cent of students in non-government schools and a decrease of 7 per cent in students in government schools gaining an NTCET.

Figure 3 Number of potential NTCET completers compared to the number of Year 12 enrolments from 2008 - 2013



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.

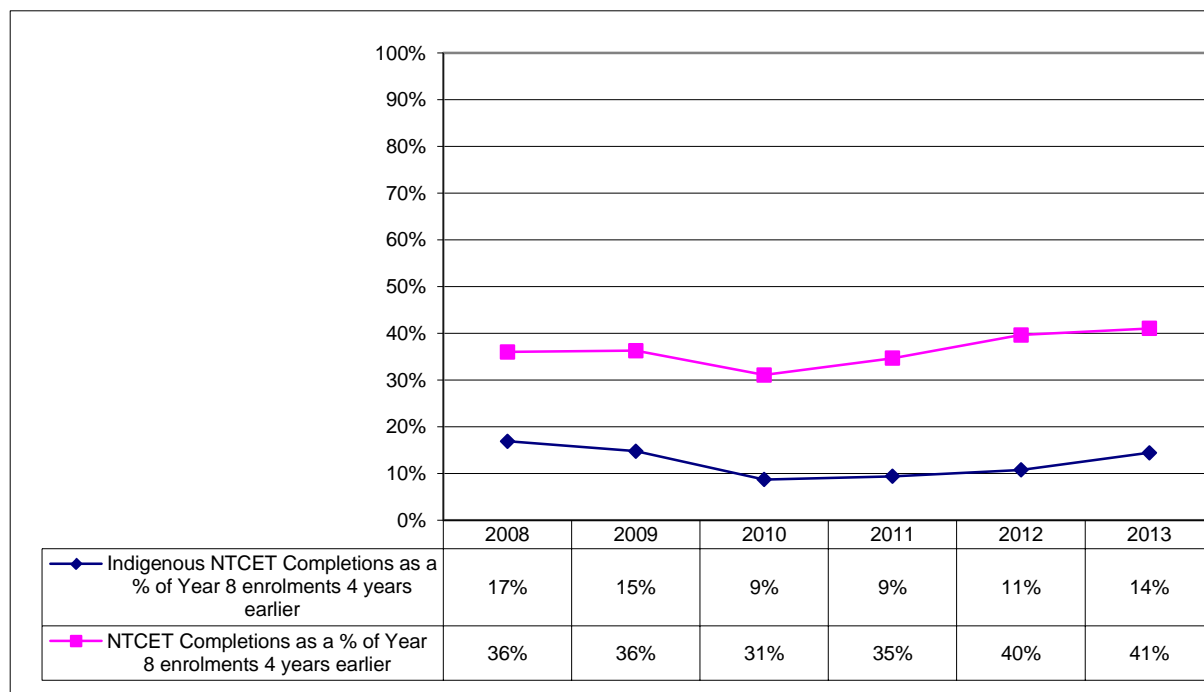
To be a potential completer from 2011 a student's subject enrolment must allow them to:

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

Figure 3 shows that in 2013, approximately 77 per cent 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 four years earlier from 2007 - 2013



Note: The DoE revised Age Grade Census figures from 2007 to 2009 and therefore some of the percentages in this graph may have changed from those previously published.

Figure 4 shows that less than 20 per cent of Indigenous Year 8 students go on to complete their NTCET four years later and approximately 40 per cent 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 1255 students receiving their NTCET, 174 (14 per cent) identified as Indigenous. The 174 students comprised 94 females and 80 males.

Nine Indigenous students achieved an NTCET studying in their own community in 2013: Shepherdson College (one), Ramingining School (two), Yirrkala School (one), Gunbalanya School (five).

Twenty-three students who were located in a remote community completed their NTCET through the NT Open Education Centre. One of these students was from Canteen Creek, seven from Gapuwiyak School, four from Jabiru Area School, one from Milingimbi School, one from Numbulwar School, one from Warruwi School, two from Woolaning Homeland Christian College and six from Xavier CEC.

The top Indigenous NTCET student was from O'Loughlin Catholic College.

Figure 5 Total number of NTCETs issued by Indigenous status 2008 - 2013

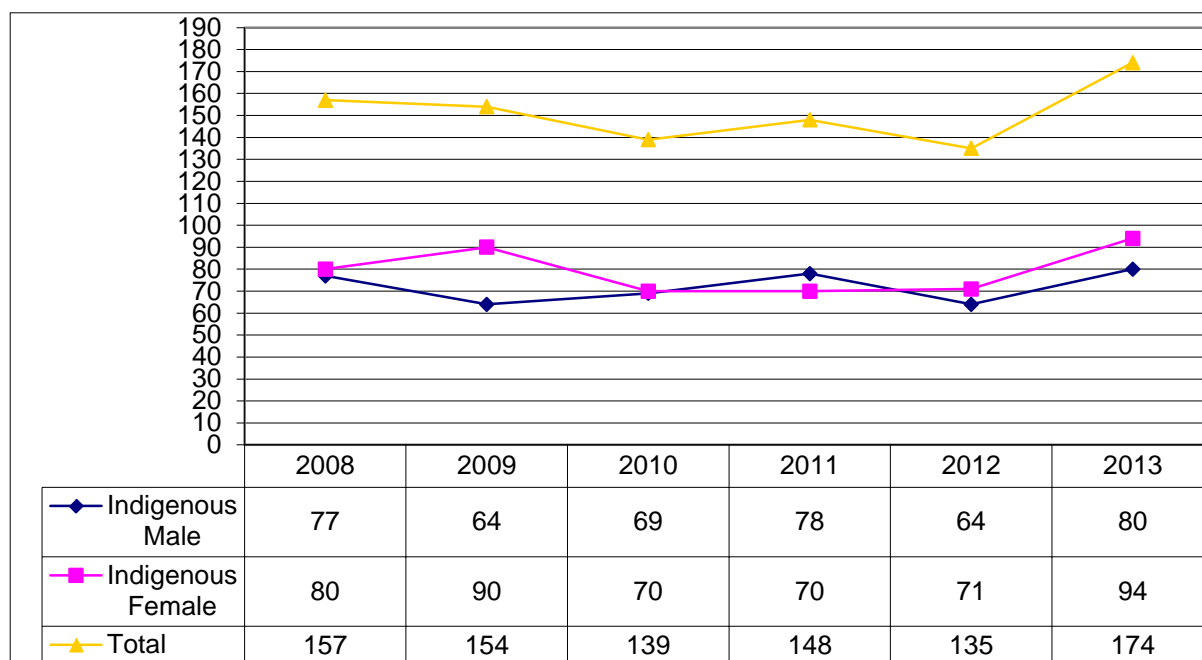


Figure 5 shows that the number of Indigenous NTCET completers is on an upward trend. In 2013 there was an increase in completions by regional and remote Indigenous students. The cohorts coming through the remote schools in particular are not consistent in size or nature and in 2013 there was a significant increase in completions. As indicated previously, in Figure 4, less than 20 per cent of Indigenous Year 8 students go on to complete their NTCET.

Figure 6 Indigenous NTCET completers 2008 - 2013

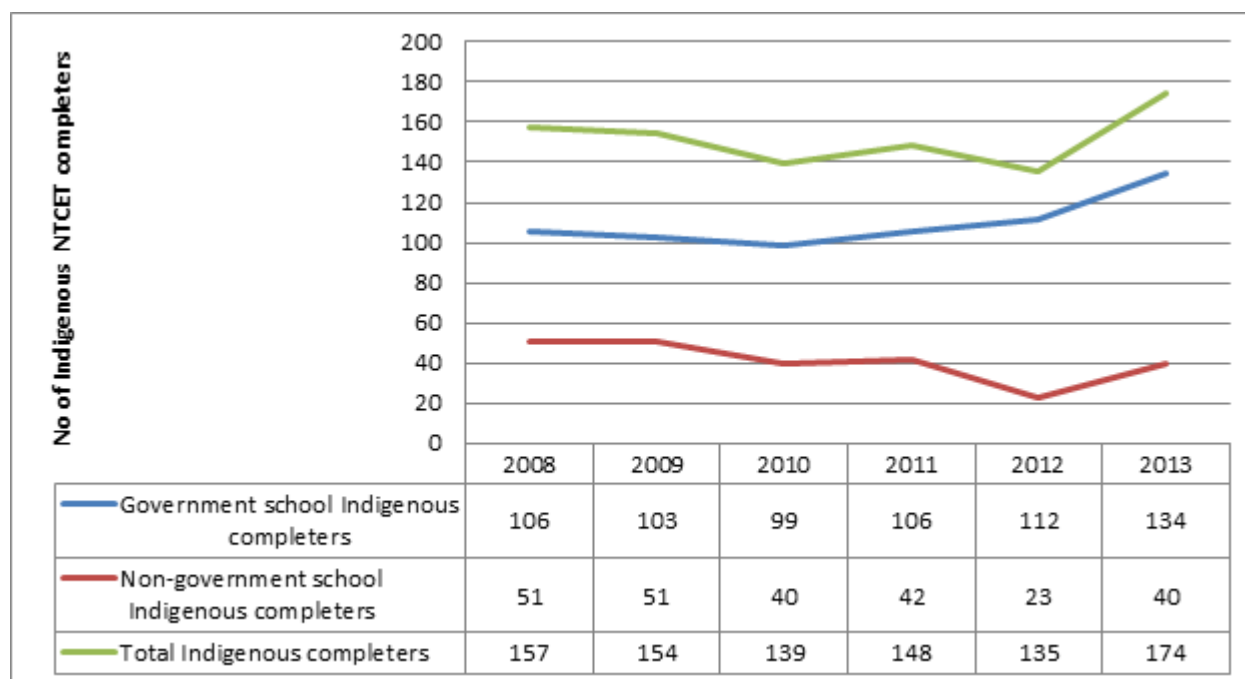


Figure 6 shows the number of Indigenous NTCET completers who studied at both government and non-government schools within the Northern Territory. Trends show an increase from 106 to 134 Indigenous NTCET completers from 2008 to 2013 in Northern Territory government schools. The number of Indigenous students who completed an NTCET in non-government schools has ranged from 51 students to 23 students within the years 2008 to 2013.

Longitudinal Data

Table 1 Students enrolled as Year 12 compared to NTCETs issued 2007 - 2013

Year	Total Year 12 Students # (%NTCET)	Possible Completing Students** (%NTCET)	Year 12 Female # (%Year 12)	Year 12 Male # (%Year 12)	NTCET Issued	NTCET Female (%NTCET)	NTCET Male (%NTCET)
2013	1759 71%	1361 92%	919 52%	839 48%	1255	672 54%	583 46%
2012	1773 68%	1288 94%	901 51%	872 49%	1209	651 54%	558 46%
2011	1711 67%	1281 89%	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%

** 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 six 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.

Enrolment data based on August Age Grade Census.

Top Twenty NTCET and Merit students

The top twenty NTCET 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 79.8 out of 80. Twelve (57 per cent) of the top 21 students were female and nine (43 per cent) were male (there were 21 students acknowledged in 2013 with three students gaining university aggregates of 74.6).

Six of the 21 students in the top twenty were from Darwin High School, six from St Philip's College, three from Casuarina Senior College, three from The Essington School Darwin, two from Our Lady of the Sacred Heart College and one student from Marrara Christian College.

A+ Merit awards are presented to students for meritorious achievement in a SACE Board accredited subject. Students can gain an A+ merit in a Stage 2 SACE Board accredited subject, if they meet the following two criteria:

- gain an overall subject grade of A+ for that subject; and
- be selected by a panel, appointed by the SACE Board, as demonstrating exceptional achievement in the subject (typically, fewer than 2 per cent of the subject cohort would meet this criterion).

Twenty-six A+ merits were awarded to 20 students in 15 subjects from nine schools. One student achieved A+ merits in four subjects and one student achieved A+ merits in three subjects.

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 of C or above in any subject in the learning area have been included.

Figure 6 Stage 1 results by Learning Area, 2013

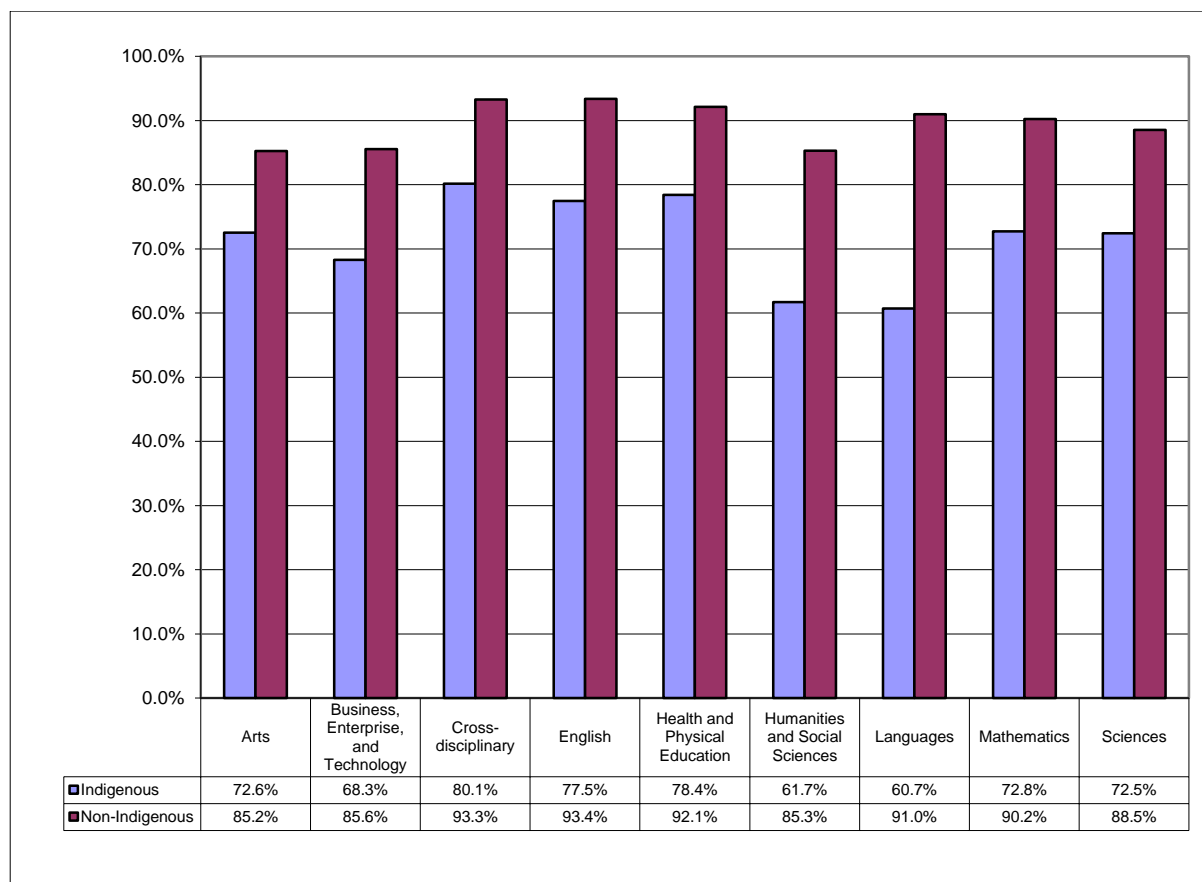


Figure 6 shows that the percentage of Indigenous students obtaining a grade of C or above at Stage 1 is significantly less than that of non-Indigenous students across all learning areas.

The learning areas where there are smaller differences in the percentage of students obtaining a grade of C or above are in Arts and Cross-disciplinary. The lowest rates of students obtaining a grade of C or above by learning area are in Languages for Indigenous students and Arts for non-Indigenous students.

Stage 2 Results

Figure 7 below provides the percentage of students who gained satisfactory achievement (C- grade or higher) or outstanding achievement in Stage 2 subjects. All students awarded a (C- grade or higher) result in any subject in the learning area have been included.

Figure 7 Stage 2 results by Learning Area, 2013

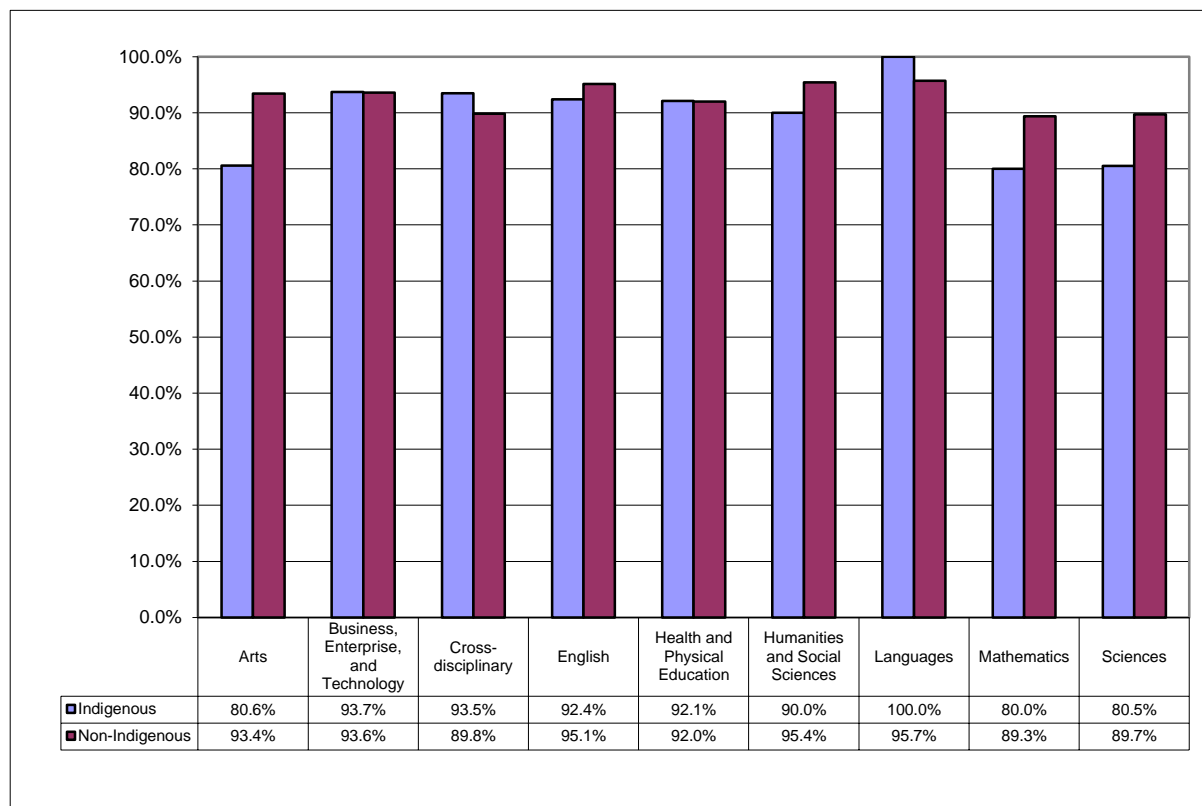


Figure 7 shows that the percentages of Indigenous students gaining satisfactory achievement at Stage 2 are greater than those of non-Indigenous students in the learning areas of Business, Enterprise and Technology, Cross-disciplinary, Health and Physical Education and Languages.

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

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

Table 1 NTCET students and their VET completions

VET Completions	2013
Number of students who completed the NTCET with VET	609
Number of students who completed the NTCET and wouldn't have done so without VET	314

In the Northern Territory Certificate of Education and Training, Vocational Education and Training can be recognised at both Stage 1 and Stage 2. A completed Certificate III qualification and above can be used to calculate a student's Australian Tertiary Admission Rank (ATAR).

Forty-eight per cent of students completed VET competencies and an NTCET (44 per cent in 2012). Twenty-four per cent of students used the VET to complete their NTCET (22 per cent in 2012).



2013 Vocational Education and Training in Schools

Vocational Education and Training in Schools has evolved significantly in the three years since 2010.

A team, dedicated to the strengthening of employment pathways in schools was established in 2010. The Industry, Engagement and Employment Pathways (IEEP) team focusses on working with schools to develop a line of sight for their students from school through to employment. Underpinning the work of the IEEP is the Employment Pathways Model. The model has four phases.

Phase one is an introduction to the world of work. This occurs in early middle years (Years 7 and 8).

Phase two is focused on Year 9 and sees students introduced to skill sets and broader certificates at Certificate 1. These skill sets or certificates provide the students with a taster of a possible future career.

Phase three is the increased skilling of students at Certificate II level and above. This usually runs over Years 11 and 12. It involves increased skill development through more extensive experience on the job in structured work placement.

Phase four sees a student take on a full time job, training or apprenticeship or a school-based traineeship or apprenticeship. Training in these areas will provide additional recognition towards completing a student's Northern Territory Certificate of Education and Training.

Table 1: 2013 Northern Territory students VET Statements of Attainment

Government	Non-Government	Total
1588	623	2211

Table 2: 2013 Northern Territory students VET qualification certificate completions

Qualification Level	Government	Non-Government	Total
Certificates I and II	528	142	670
Certificate III	65	36	101
Total	593	178	771

***Table 3: 2013 Northern Territory students School Based Apprenticeships and Traineeships**

Government	Non-Government	Total
161	84	245

* School-based apprenticeships and traineeships contribute to NTCET outcomes but are managed by the Department of Business once a student is signed up.

Table 4: 2013 Northern Territory students VET Structured Work Placements

Government	Non-Government	Total
730	150	880

In 2013, 379 businesses participated in the Structured Work Placement Program.



Appendix 1

Northern Territory Board of Studies Student Awards 2013

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 of February hosted by the Chief Minister of the Northern Territory and the Minister for Education.

The ceremonies recognised academic excellence among 2013 school leavers. The awards formally recognised the top twenty students in the Northern Territory Certificate of Education and Training and students who received an A+ with merit. In addition, students who achieved International Baccalaureate merits and industry-sponsored awards for particular subjects were recognised.

Awards presented to graduates at ceremonies held in Alice Springs and Darwin are listed below:

	Award	Sponsor
1	Top twenty Year 12 NTCET students	NT Board of Studies
2	Most Outstanding Stage 2 NTCET student	Chief Minister
3	Most Outstanding Stage 2 NTCET Open Education student	Chief Minister
4	Most Outstanding Stage 2 NTCET Indigenous student	Chief Minister
5	Most Outstanding International Baccalaureate student	Minister for Education
6	Most Outstanding School-Based Apprentice or Trainee of the Year award	GTNT
7	Year 12 Certificates of Merit (Stage 2)	NT Board of Studies
8	Ian MacGregor Rotary English Studies award (there were two equal winners in 2013)	Rotary Club of Darwin
9	Vic Czernezkyj Mathematics award	Mathematics Teachers Association of the NT
10	Mathematics award	Department of Treasury and Finance
11	ICT award for Information Technology	Australian Computer Society (NT)
12	Business and Enterprise award	Department of Business
13	Science award	Australian Veterinary Association (NT Division) and Dennis Thomson Estate
14	Administrator's Medal for Territory primary years scholar	Administrator of the Northern Territory
15	Administrator's Medal for Territory middle years scholar	Administrator of the Northern Territory
16	International Baccalaureate Certificates of Merit	International Baccalaureate Office
17	Geography award	International Association of Hydrogeologists (NT branch)
18	Top Remote Indigenous student award	Telstra

	Award	Sponsor
19	Vocational Education and Training in Schools - Year 11 award	Minister for Education
20	Vocational Education and Training in Schools - Year 12 award	Minister for Education
21	Music award	NT Music School
22	Chemistry award	Royal Australian Chemical Institute
23	Top Ten Australian Tertiary Admission Rank awards	Charles Darwin University
24	Most Outstanding Stage 2 Cross-disciplinary Learning Area award	Council of Government School Associations
25	Top Indigenous Australian Tertiary Admission Rank award	Charles Darwin University
26	Physics award	Australian Meteorological and Oceanographic Society
27	Indigenous NTCET with VET award – Northern Region	Northern Territory Indigenous Education Council
28	Indigenous NTCET with VET award – Southern Region	Northern Territory Indigenous Education Council
28	Legal Studies award	Law Society NT
30	Biology award	Menzies School of Health Research
31	Health and Physical Education award	Australian Council for Health, Physical Education and Recreation (NT)
32	Karmi Sceney Urban Indigenous Excellence and Leadership award	Department of Education
33	Karmi Sceney Remote Indigenous Excellence and Leadership award	Department of Education
34	Sally Bruyn Senior Primary School Science award (two awards were presented in 2013)	Department of Education

Top 20 award winners – Alice Springs



Samuel Nippres, Himanshu Soni, Nina Miers, Aishwariya Seshakumaran, Cameron Brown, Anika Patel, Naoim Ingamells, Alaina Standish

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

2013 Award Winners:

Chief Minister's Awards

Most Outstanding Stage 2 Northern Territory Certificate of Education and Training student	Asim Razi	Darwin High School
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Indigenous student	Ashleigh Ascoli	O'Loughlin Catholic College
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Open Education student	Michael Ninneman	Northern Territory Open Education Centre



Asim Razi, Ashleigh Ascoli, Chief Minister, Michael Ninneman

Minister for Education award for Most Outstanding International Baccalaureate student	Edith Kirlew	Kormilda College
---	--------------	------------------



Edith Kirlew and Minister Chandler

Top twenty ranked Year 12 NTCET Students

<i>Name</i>	<i>School</i>	<i>Score</i>	<i>Rank</i>
Asim Razi	Darwin High School	79.8	1
Nina Miers	St Philip's College	78.6	2
Laura Mosel	Darwin High School	77.4	3
Cameron Brown	Our Lady of the Sacred Heart College	77.2	4
Ilias Kosmidis	Casuarina Senior College	77.2	4
Alaina Standish	St Philip's College	76.8	6
Christos Mellios	Casuarina Senior College	76.6	7
Matthew Herbert	The Essington School Darwin	76.6	7
Frank Huang	Darwin High School	76.4	9
Chloe Wallent	Darwin High School	76.4	9
Aishwariya Seshakumaran	St Philip's College	75.8	11
Kate Huntingford	The Essington School Darwin	75.8	11
Himanshu Soni	Our Lady of the Sacred Heart College	75.4	13
Bronte Malin	Marrara Christian College	75.4	13
Marquette Stevenson	The Essington School Darwin	75.4	13
Sampathawaduge Silva	Casuarina Senior College	75.4	13
Kayla Flett	Darwin High School	75.4	13
Myra Hales	Darwin High School	75	18
Anika Patel	St Philip's College	74.6	19
Naomi Ingamells	St Philip's College	74.6	19
Samuel Nippress	St Philip's College	74.6	19

Year 12 Certificates of Merit

<i>Name</i>	<i>School</i>	<i>Subject</i>
Christos Mellios	Casuarina Senior College	Chemistry
Jasmine Vout	Casuarina Senior College	Creative Arts
Andrew Harding	Darwin High School	Japanese (continuers)
Asim Razi	Darwin High School	Chemistry, English Studies, Mathematical Studies, Specialist Mathematics
Chloe Wallent	Darwin High School	Chemistry
Daisy Baker	Darwin High School	Health
Frank Huang	Darwin High School	Chemistry
Laura Mosel	Darwin High School	Mathematical Studies
Rhiannon James	Darwin High School	Communication and the Community
Kierra-Jay Power	Kormilda College	Visual Arts – Art
Tyler Kelsey	Kormilda College	Workplace Practices
Bronte Malin	Marrara Christian College	Chemistry
Ashleigh Ascoli	O'Loughlin Catholic College	Health
Cameron Brown	Our Lady of the Sacred Heart College	Mathematical Studies
Angela Rumaseb	St John's College	Indonesian (continuers)
Aishwariya Seshakumaran	St Philip's College	English Studies
Nina Miers	St Philip's College	English Studies, Accounting, Modern History
Shene Bartholomew	St Philip's College	Mathematical Applications
Kate Huntingford	The Essington School Darwin	Physics
Liam Hardcastle	The Essington School Darwin	Physics

Administrators Medals

Administrator's Medal for Territory Primary Year Scholar

Alana Jones

Bees Creek Primary School

Administrator's Medal for Territory Middle Year Scholar

Hayley Lye

Katherine High School

Administrators Medals



Alan Jones, Hayley Lye and the Honourable Sally Thomas AC

Sally Bruyn Senior Primary School Science Awards x 2

Hansie Beldon

Alawa Primary School

Eirini Pantazis

Wagaman Primary School

Primary Science Awards



Hansie Belson, Kathleen Bruyn and Eirini Pantazis

<i>Award name</i>	<i>Winner</i>	<i>School</i>
Mathematics Teachers Association of the Northern Territory Vic Czernezkyj Mathematics Award	Asim Razi	Darwin High School
Department of Treasury and Finance Mathematics Award	Shene Bartholomew	St Philip's College
Department of Business – Business and Enterprise Award	Paige Hazelden	The Essington School Darwin
Royal Australian Chemical Institute Chemistry Award	Asim Razi	Darwin High School
Australian Meteorological and Oceanographic Society Physics Award	Kate Huntingford	The Essington School Darwin
Australian Computer Society ICT Award for Information Technology	Hoi Man Lay	Darwin High School
Australian Veterinary Association (NT Division) and Dennis Thomson Memorial Science Award	Asim Razi	Darwin High School
Australian Council for Health, Physical Education and Recreation (NT) Health and Physical Education Award	Ashleigh Ascoli	O'Loughlin Catholic College
Council of Government School Organisations Most Outstanding Stage 2 Cross Disciplinary Learning Area Award	Rhiannon James	Darwin High School
Northern Territory Indigenous Education Council Northern Region – Indigenous NTCET with VET Award	Dani-Lee O'Neil	O'Loughlin Catholic College
Northern Territory Indigenous Education Council Southern Region – Indigenous NTCET with VET Award	Taylor-ann O'Brien	Centralian Senior College
Telstra Top Remote Indigenous Student Award	Lyndell Plummer	Numbulwar School, Northern Territory Open Education Centre
NT Music School Music Award	Michelle Buse	Casuarina Senior College
Menzies School of Health Research Biology Award	Laura Mosel	Darwin High School
International Association of Hydrogeologists (NT) Geography Award	Laura Wright	Tennant Creek High School

<i>Award name</i>	<i>Winner</i>	<i>School</i>
Charles Darwin University Top Indigenous Australian Tertiary Admission Ranked Award	Hannah Jamieson	Kormilda College
GTNT Most Outstanding School-Based Apprentice/Trainee of the Year Award	Arijay Camp	West Arnhem College/Gunbalanya School
Karmi Sceney Urban Indigenous Excellence and Leadership Award	Daniel Hamilton	Darwin High School
Karmi Sceney Remote Indigenous Excellence and Leadership Award	Kirsty Garnarrdj	West Arnhem College/Gunbalanya School

Ian Macgregor Rotary Awards for English Studies

Nina Miers St Philip's College Alice Springs
Aishwariya Seshakumaran St Philip's College Alice Springs



Aishwariya Seshakumaran, Grant Lindsay and Nina Miers

Law Society NT Legal Studies Award

Samuel Nippres St Philip's College Alice Springs



Samuel Nippres and John Stirk

Northern Territory Board of Studies Year 11 Vocational Education and Training in Schools award

Katelin Webster

St Joseph's Catholic College

VETiS Year 11 award



Katelin Webster and Minister Chandler

Northern Territory Board of Studies Year 12 Vocational Education and Training in Schools award

Louise Austin

Darwin High School

VETiS Year 12 award



Louise Austin and Minister Chandler

International Baccalaureate Certificates of Merit

<i>Name</i>	<i>School</i>	<i>Category</i>
Robin Sanchez-Arll	Kormilda College	Spanish ab initio Standard Level
Kate Brotherton	Kormilda College	Extended Essay – Geography, Geography Higher Level
Edith Kirlew	Kormilda College	Extended Essay – Geography, Visual Arts High Level, Mathematics Standard Level
Lauren Gillam	Kormilda College	Mathematics Studies Standard Level
Emma Jackson	Kormilda College	Theatre Higher Level
Emma Ramsay	Kormilda College	Extended Essay – Geography
Caitlin Guy	Kormilda College	Extended Essay – English
Larissa Spencer	Kormilda College	Extended Essay – Biology
Laura Moller	Kormilda College	Extended Essay – Geography



***Robin Sanchez-Arll, Edith Kirlew, Minister Chandler
Lauren Gillam and Caitlin Guv***

Charles Darwin University Top Ten Australian Tertiary Admission Ranked (ATAR) awards

<i>Name</i>	<i>School</i>
Asim Razi	Darwin High School
Nina Miers	St Philip's College
Laura Mosel	Darwin High School
Ilias Kosmidis	Casuarina Senior College
Cameron Brown	Our Lady of the Sacred Heart College
Alaina Standish	St Philip's College
Matthew Herbert	The Essington School Darwin
Christos Mellios	Casuarina Senior College
Frank Huang	Darwin High School
Chloe Wallent	Darwin High School



***Alaina Standish, Professor Giselle Byrnes
Nina Miers, Cameron Brown***

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 2013 school year are listed below:

Year 12 Students

<i>Name</i>	<i>School</i>
Tala Turner	Batchelor Area School
Ashail Silva	Casuarina Senior College
Elizabeth Lange	Centralian Senior College
Megan Vincent	Centralian Senior College
Asim Razi	Darwin High School
Braedon Burnett	Darwin High School
Katie Minerds	Good Shepherd Lutheran College
Kirsty Garnarrdj	Gunbalanya School
Madeline Tait	Kormilda College
Lanka Alahakoon	Nhulunbuy High School
Bronte Malin	Northern Territory Christian College
Michael Ninneman	Northern Territory Open Education Centre
Taylah Cramp	O'Loughlin Catholic College
Kyle Kelly	Palmerston Senior College
Nina Miers	St Philip's College Alice Springs
Corey Rusu	Taminmin College
Laura Wright	Tennant Creek High School
Matthew Herbert	The Essington School Darwin
Kate Huntingford	The Essington School Darwin

Year 12 International Baccalaureate

<i>Name</i>	<i>School</i>
Robin Sanchez-Arlt	Kormilda College

Year 12 Indigenous Students

<i>Name</i>	<i>School</i>
Silas Camposo	Casuarina Senior College
Rebecca Carpenter	Centralian Senior College
Chloe Ford	Darwin High School
Hannah Jamieson	Kormilda College
Kamarlia Wanapuygu	Northern Territory Christian College
Lyndell Plummer	Northern Territory Open Education Centre
Dani-Lee O'Neil	O'Loughlin Catholic College
Jason Woodward	Palmerston Senior College
Rona Rose Glynn-McDonald	St Philip's College Alice Springs
Nicholas Tracker	Tennant Creek High School
Kassie Maclear	Taminmin College
Edwina Portaminni	Xavier Catholic College Wurrumiyanga

Year 12 – Learning Support Achievers

<i>Name</i>	<i>School</i>
Leila Radovic	Casuarina Senior College
Ethan Satour	Centralian Senior College
Samuel Booth	Centralian Senior College
Daniel Cameron	Katherine High School
Christopher Stennett	Northern Territory Open Education Centre
Timothy Harrison	Palmerston Senior College - Special Education Centre
Jordan Gillard	Tennant Creek High School

Year 9 Students

<i>Name</i>	<i>School</i>
Tiana Bateman	Alice Springs School of the Air
Bella Milroy	Alyangula Area School
Esiah Jones	Arlparra School
Kiana Spilsbury	Araluen Christian College
Emma Markham	Centralian Middle School
Marissa Higgins	Darwin Middle School
Sarah Macpherson Oxley	Dripstone Middle School
Aaron Berthon	Dripstone Middle School
Ashleigh Abram	Good Shepherd Lutheran College
Teale McMahon	Good Shepherd Lutheran College
Zoe Nganjmirra	Gunbalanya School
Andrew Tomelty	Katherine School of the Air
Rebecca Spain	Kormilda College
Chantelle Weippert	Marrara Christian College
Emily Stephenson	Nightcliff Middle School
Katrina McKeough	Nhulunbuy Christian College
First Saelee	Nhulunbuy High School
Julia Woods	O'Loughlin Catholic College
Zoey McClellan	Palmerston Christian School
Ivy Rayes	Rosebery Middle School
Pio Gillamac	Sanderson Middle School
Natalie Dooley	Sattler Christian College
Chelsea Riggs	St Joseph's Catholic College
River Jack Pachulicz	St Philip's College Alice Springs
Melinda Mees	Taminmin College
Declan Curran	The Essington School Darwin
Vincent Canete	Tennant Creek High School
Morgan Andrews	Xavier Catholic College Wurrumiyanga
Tiana Bateman	Yulara School

Year 6 Students

<i>Name</i>	<i>School</i>
Todd Nott	Adelaide River Primary School
Iffah Aamer	Alawa Primary School
Cameron Smith	Alice Springs School of the Air
Sophie Milroy	Alyangula Area School
Sara Wheldon	Anula Primary School

Year 6 Students continued

<i>Name</i>	<i>School</i>
Ruby Kunoth-Monks	Arlparra School
Oliver Montgomery	Araluen Christian College
Joyce Sun	Bakewell Primary School
Amber Giumelli	Batchelor Area School
Kanisha Wills	Bees Creek Primary School
Lesteisha Timothy	Borrooloola School
Tryphina Reu	Bradshaw Primary School
Moirra Andrews	Braitling Primary School
Louise O'Rourke	Casuarina Street School
Charlotte Pickering	Clyde Fenton Primary School
Penny Wadwell	Driver Primary School
Laura Brady	Durack School
Ruvarashe Muswizu	Gillen Primary School
Jayde Gould	Girraween Primary School
Matilda Moore	Good Shepherd Lutheran College
Jaye Raymond	Gunbalanya School
Ngametua Aukino	Gray Primary School
Danielle Tchemjiri	Holy Family Catholic Primary School
Jerden Pascual	Holy Spirit Catholic Primary School
Holly Penrice	Howard Springs Primary School
Jeremy Taylor	Humpty Doo Primary School
Sascha Duffy	Jingili Primary School
Grace Morutto	Katherine South Primary School
Angelina Tam	Karama Primary School
Georgia Grosser	Katherine School of the Air
Joshua Markham	Larapinta Primary School
Lachlan Anderson	Larrakeyah Primary School
Eric Zhu	Leanyer Primary School
Rhys Walters	Ludmilla Primary School
Jamaal Hill Nakata	MacFarlane Primary School
Amber Noll	Malak Primary School
Andrew van Gelderen	Marrara Christian College
Kenisha Winunguj	Milikapiti School
Aimee Cowling	Moil Primary School
Luke Roberts	Moulden Primary School
Laura O'Brien	Nakara Primary School
Kye Edwards	Nhulunbuy Primary School
Deborah Hermanus	Nhulunbuy Christian College
Francheska Jocson	Nightcliff Primary School
Brianna Pastrokos	Palmerston Christian School
Chloe Shoyer	Parap Primary School
Keely Martin	Rosebery Primary School
Abir Srivastava	Ross Park Primary School
Samuel Deigan	Sacred Heart Catholic Primary School
Jennicka Inkamala	Sadadeen Primary School
Amy Fisher	Sattler Christian College
Caitlin Lyons	St Andrew Lutheran Primary School
Ianna Lalim	St Joseph's Catholic College
Faith Ocampo	St Mary's Catholic Primary School
Jesse Clark	St Pauls School - Nightcliff

Year 6 Students continued

<i>Name</i>	<i>School</i>
Nathan Lee	Stuart Park Primary School
Chelsea Yu	Tennant Creek Primary School
Zara Wilson	Tennant Creek Primary School
Imke Brand	The Essington School Darwin
Ryanb Hector	Timber Creek School
Kurk Motter-Tyson	Wagaman Primary School
Kymberly Layton	Wanguri Primary School
Benjamin Ogden	Woodroffe Primary School
Hunter Torr	Yulara School



Stage 1 Subjects 2013

ARTS

Creative Arts
Creative Arts: Local Program
Creative Arts: Modified
Dance
Drama

Music

Music Experience
Music Advanced

Visual Arts

Visual Arts — Art
Visual Arts — Design

BUSINESS, ENTERPRISE, AND TECHNOLOGY

Accounting
Business and Enterprise
Business and Enterprise: Local Program
Business and Enterprise: Modified

Design and Technology

Communication Products
Communication Products
Material Products
Material Products
Systems and Control Products
Systems and Control Products
Information Processing and Publishing
Information Technology
Workplace Practices

CROSS-DISCIPLINARY

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

ENGLISH

English
English as a Second Language
English Pathways
English Pathways: Local Program
English Pathways: Modified

Literacy for Work and Community Life

HEALTH AND PHYSICAL EDUCATION

Child Studies
Food and Hospitality
Health
Health: Local Program
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: Local Program
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: Local Program
 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: Local Program
 Mathematics Pathways: Modified
 Numeracy for Work and Community Life

SCIENCES

Agriculture and Horticulture
 Biology
 Chemistry
 Geology
 Nutrition
 Physics
 Psychology
 Scientific Studies
 Scientific Studies: Local Program
 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 2013

ARTS

Creative Arts:

Creative Arts
Creative Arts: Local Program
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: Local Program
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: Local Program
Cross-disciplinary Studies: Modified
Integrated Learning I
Integrated Learning II
Research Project
Research Project: Modified

ENGLISH

English as Second Language
English as Second Language Studies
English Communications

English Pathways

English Pathways
English Pathways: Local Program
English Pathways: Modified
English Studies

HEALTH AND PERSONAL DEVELOPMENT

Child Studies
Food and Hospitality

Health

Health
Health: Local Program
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: Local Program
Society and Culture: Modified
Tourism
Women's Studies

LANGUAGES

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

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

Language and Culture

Language and Culture
Language and Culture: Local Program
Language and Culture: Modified

MATHEMATICS

Mathematical Applications
Mathematical Methods

Mathematical Pathways

Mathematics Pathways
Mathematics Pathways: Local Program
Mathematics Pathways: Modified
Mathematical Studies
Specialist Mathematics

SCIENCE

Agriculture and Horticulture

Agricultural and Horticultural Science
Agricultural and Horticultural Studies

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

Geology
Nutrition
Physics
Psychology

Scientific Studies

Scientific Studies
Scientific Studies: Modified

