

Northern Territory Board of Studies

Confirmed Minutes

Board Meeting: Friday 27 May 2022

Venue: Plummer Room, Level 14, Mitchell Centre, Darwin

Time: 8.30-11.30 am

Item No	Agenda Item	Summary of board meeting discussions
1	Attendance	Combination of attendance via Microsoft Teams online and in-person attendance.
1.1	Present – members	Ralph Wiese, Rachel Boyce, Susan Bowden, Roland Houareau, Tabitha Fudge, Mary Ellen Venes, Charles (Fred) Richardson, Pauline Schober, Jacqui Langdon.
1.2	Apologies - members	Cheryl Salter and Gavin Morris
1.3	Present – non-member participants	Sally Hodgson, General Manager Quality Teaching and Learning, Department of Education; Anne Donnelley, Director Teaching and Learning 10-12, Department of Education; NTBOS Executive Officer, Department of Education.
2	Opening remarks	<p>Meeting commenced at 8.40 am with Acknowledgement of Country provided by the Chair, Mr Ralph Wiese. Executive Officer introduced herself to the board, providing information on her background and education.</p> <p>Mr Ralph Wiese acknowledged and thanked Ms Mary Ellen Venes and Ms Cheryl Salter for their contributions and the hard work they dedicated to the board over the course of their tenure.</p> <p>Ms Venes commented that it was a wonderful experience being a member on the board and she was grateful for her time and ability to contribute towards the board's goals.</p> <p>Mr Wiese informed board members of the new Minister for Education, the Hon Eva Lawler MLA, who in the past has been very proactive and engaging with the board.</p> <p>ACARA: lack of NT appointment, Ms Jackie Roberts has been appointed.</p> <p>Action: Invite Ms Roberts as an observer to the August board meeting.</p> <p>Action: Begin process to arrange for Ms Roberts to be a permanent observer on the board.</p>

3	Minutes of the previous meeting	The minutes of the meeting held on 1 April 2022 were circulated to members out-of-session and accepted as a true record of the meeting. The confirmed minutes were noted by the Chief Executive and provided to the then Minister for Education for noting. Minutes were uploaded to the NTBOS section of the Department of Education website.
4	Business arising from previous minutes	All items were either completed or were agenda items to be addressed at the meeting.
	Action Sheet	<p>Mr Ralph Wiese did not meet with the Minister for Education as there was a change of Ministry in May.</p> <p>Mr Roland Houareau discussed the departmental processes in place to submit the NTBOS strategic plan to the Minister for Education. The board noted the Chief Executive's input was considered and the strategic plan adjusted, however, she does not need to approve the document. Ms Rachel Boyce, Mr Houareau, NTBOS Executive Officer and Mr Wiese to meet with Minister for Education to discuss the strategic plan 2022-2027.</p> <p>A statutory board such as NTBOS does not require a director's identification number.</p> <p>NTBOS owned policies will need to be reviewed/updated by relevant subject matter experts before the board endorses them. Ms Pauline Schober requested an annotated policy review to see the changes being made to policies before the board clears them.</p> <p>2021 top NT Certificate of Education and Training (NTCET) student, Miss Olivia Anderson, has been awarded the most merit certificates in recent years. The board agrees to invite Ms Anderson to the 2022 NTBOS award ceremony in Darwin when the dates are finalised.</p> <p>The board appointment process is still ongoing. The Chief Executive has yet to 'sign off' on the memo that has been with her since early May.</p>
5	Correspondence	<p>Correspondence in: No items to raise.</p> <p>Noted</p> <p>Correspondence out: NTBOS Chair letter to A/Executive Director EYES, Tony Considine for NTBOS policy review has been noted.</p> <p>Noted</p>
6	NTBOS Governance – declaration of conflict or interest	<p>No items to raise.</p> <p>Noted</p>
7	Presentations and Discussion Items	Nil.

7.1	Update on Structural Alignment	<p>The Department of Education's re-alignment is to bring a broader, flatter structure and less of a 'top-down' approach. Mr Saeed Amin has been appointed to the new position of Deputy Chief Executive Regional Services. Mr Saeed has a depth of knowledge in education from years of experience living in Western Australian and the United Kingdom.</p> <ol style="list-style-type: none"> 1. Regional Services will encompass work units dedicated to all schools and school operations (assist with day to day and school improvement team) to provide high quality education services to children and students across NT regions. 2. Inclusion and Engagement Services - Ms Aderyn Chatterton has been appointed as the Executive Director to the newly created division which will manage engagement, youth, vulnerable and student wellbeing teams. 3. Teaching and Learning Services – standalone teaching and learning services – new Executive Director and early childhood will sit in one team to design curriculum, pedagogy and assessment resources for all students from birth to year 12. 4. Educational Leadership, Culture and Care – teacher attraction and retention – the work units will manage the recruitment of teachers locally, nationally and internationally since there has been a teacher shortage Australia-wide. 5. Strategic Policy and Performance – work that is nationally facing addressing matters on educational reform, performance, strategic policy and strategy. 6. Agency Services – school financial areas (\$1.9 billion budget) – Ministerial Liaison and Communication teams will sit in new team. A new Chief Financial Officer, Jasmin Aldenhoven, has been appointed to the role. 7. Regulation and Quality Standards – regulatory authority and non-government sector - a new Executive Director will be appointed soon. This division will oversee the regulation, compliance and standards for all areas of Education. NTBOS has been moved to this division, even though there were many requests to keep NTBOS with the Teaching and Learning Services division. <p>The Chief Executive, Ms Karen Weston is in Alice Springs for the One Team One Territory event, along with the Deputy Chief Executive, Regional Services, Mr Amin.</p> <p>Ms Susan Bowden, Deputy Chief Executive, Agency Services discussed COVID-19 transmissions in the Territory. Ms Sally Hodgson and Ms Anne Donnelley have worked very hard to manage teachers and student wellbeing. Ms Bowden acknowledged the immense interruption to the department's business as usual workflow and recognised the hard work of all Quality, Teaching and Learning staff members.</p> <p>Action: share high-level design of Structural Realignment with all board members.</p> <p>Mr Wiese commented that the NTBOS Executive Officer's working relationship needs to be the same. The rationale of relocating NTBOS to the Regulation and Quality Standards division is a bit removed from the operations of the agency. There needs to be a greater discussion on the protocol and process of reporting and how this will affect NTBOS correspondence within the department.</p>
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7.2	Australian Curriculum (Version 9) Proposed implementation on NT schools	<p>Combination of 2021-2022 review – new revised curriculum was approved by the Minister for Education. All learning areas were endorsed.</p> <p>The Australian Curriculum website is now live, with updates and extra features to be added in a phased approach. Some of the key features will be added to website to improve teachers’ ability to visualise and explore the curriculum:</p> <ul style="list-style-type: none"> • Key Changes: <ul style="list-style-type: none"> – Better curriculum – “refine, realign and declutter”. – Privacy and security in the Digital Technologies curriculum. – Strengthen the Foundation (Transition year by identifying the essential content to teach in the first year of school across all 8 learning areas). – Australian Curriculum Assessment and Reporting Authority (ACARA) to undertake further work in mental health. This will be reflected in later updates to the Health and Physical Education curriculum. ACARA will be undertaking this work this year. <p>Familiarisation: teachers and schools/leadership will need to go on the new website and become familiar with new functions of the website and see the changes in curriculum before implementation can take place. This familiarisation period will support teachers with professional learning workshops. Launching webinar series to understand revised curriculum – ensure we are using the new website, ensuring the learning areas are being made.</p> <p>Mr Wiese asked if we anticipate any changes to the updates as there has been a recent change in the federal Minister for Education. Ms Meghan Smith, Director Curriculum, Pedagogy and Assessment, advised it may be a bit early to know and may need to look at the approval process of new government to ascertain if there will be any changes. Ms Smith noted that it is too early to see what the new federal Minister for Education will think of the updates but not too much change is anticipated.</p> <p>Plan for 2022 and 2024 – in terms of implementation – are currently in the planning stages. Consultations on the effect on reporting process are being worked through and trying to gain agreement with all involved.</p> <p>There are a lot of high-quality curriculum documents uploaded to the eLearn website including factsheets and advice for understanding Version 9.0.</p>
7.3	VET and NTCET 2021 Overview of results (national v. state data comparison)	<p>Vocational Education and Training (VET) data:</p> <p>In 2021, there were 2,330 students enrolled in VET training across the NT. 1,039 students completed at least one VET qualification. There were 199 students in a school-based apprenticeship/traineeship.</p> <p>The majority of students enrolled in Certificate II or higher, but less than 50% completed VET training. 46% of students completing their NTCET studied VET, in which 25% required VET to graduate. Unable to compare data with other jurisdictions as there are different factors and regulations in place for VET training. 2020 state level VET data</p>

indicates the NT and Tasmania were underperforming as only 14-15% of 15–19-year-old population successfully completed one unit of competency at Australian Qualifications Framework (AFQ) II or above; Queensland and Western Australia were the best performing states with 33.4% and 31.6% respectively of 15–19-year-old population who successfully completed one unit of competency at AFQ II or above. Some factors to consider are the types of industry opportunities available to students, NT employment shortage and COVID-19 implications. Tasmania and the NT have fewer industry providers compared to Queensland and Western Australia – the easing of COVID-19 restrictions should see an increase in the number of VET completion rates in the next 5 years.

Ms Rachel Boyce suggested VET enrolment should be marketed in a way to imply that VET completion is just as important as completing an NTCET and gaining an Australian Tertiary Admission Rank. Ms Boyce expressed there should be better support for students to engage in VET activities and improve training provided to meet industry standards.

Mr Roland Houareau suggested a presentation at the next board meeting about VET marketing to students and schools. Ms Krystal Morrison, Director Industry Training and Programs, spoke about the Remote School conference. The Department of Education provided VET information to teachers, schools and students. Further information was available on the department's eLearn website where students and school leaders can gain access to information about what can be delivered in particular areas. However, Ms Morrison acknowledged more marketing is needed to reach a wider audience and this can be done by packaging VET information more efficiently and comprehensively to schools.

In 2015, VET students were allocated a Unique Student Identifier which assisted with eliminating duplicate student data, this assisted in accurate reporting of students' participation in VET activity from 2015 and onwards.

VET data for 2021 is currently in the reporting phase and will be available next year.

National Senior Secondary Outcomes:

NTCET data for 2021 is currently in the reporting phase and will be available next year.

In 2020, year 12 certification rates by geolocation (outer regional and remote/very remote) indicate the NT is on par with other jurisdictions with a completion rate of 76% for outer regional areas, compared to New South Wales who had a completion rate of 62% for outer regional areas. The NT has a low completion rate of 56% cumulatively in both outer regional and remote/very remote regions and acknowledged these areas needs improvement. Ms Venes asked why NT year 12 completion rates were so low compared to other states. Ms Anne Donnelley advised that there are several factors that affect the completion rates such as size of cohort and size of regional areas.

In 2020, students from low socio-economic status had a very low year 12 completion rate of 21%, compared to 89% in South Australia and 76% in Queensland and Western Australia. NT students from medium and high socio-economic status are on par with the national average with 74% and 78% respectively. Nationwide statistics suggest more female students obtained year 12 certification (81%) than male students (72%).

		<p>In 2014, year 12 completion rates Australia-wide decreased due to the half cohort in Western Australia. Mr Houareau informed board members that in 2019, the data suggests another decrease in year 12 completion rates Australia-wide due to Queensland's half cohort and that it also coincided with over \$200 million in major projects ending in 4 states in 2018, in which it saw over 200 international families leave Australia.</p> <p>In 2022, the Review on Secondary Schools will consider leadership structure, VET spending and outcomes and boarding. The intention is to revitalise secondary schools in remote regions.</p> <p>There has been an increase in enrolment for the NT School of Distance Education (NTSDE) over the last 3 years. Enrolment numbers include all year levels, dual enrolments (2 subjects per student) and Health Education and Literacy enrolments (literacy development course). A common subject for students to undertake via NTSDE is Specialist Mathematics.</p> <p>Action Item: Include presentation on how VET marketing is done and what it includes for the next board meeting.</p>
7.4	NTBOS Strategic Plan 2022 to 2027	<p>The final amendments to the strategic plan have been endorsed by the entire board. The finalisation of the design of the document will be in consultation with Deloitte. Upon finalisation of the strategic plan in its final form, the Executive Officer will submit the strategic plan to the Chief Executive to note and will arrange for the Chair, Ms Boyce and Mr Houareau to meet with the Minister for Education to present the document in person.</p> <p>Action: Mr Houareau will discuss the final design edits with Deloitte and will send the final invoice to the Executive Officer to process.</p> <p>Action: request the Minister for Education to write foreword to be included in the strategic plan.</p>
8	Reports for noting	Nil.
8.1	ACACA Report	<p>Conversation of COVID-19, teacher shortages.</p> <p>Mr John Firth, Chief Executive of the Victorian Curriculum and Assessment Authority (VCAA) is employed as a consultant to analyse each jurisdiction's review of senior secondary education within their state/territory (New South Wales, Victoria, Northern Territory and Western Australia).</p> <p>VCAA's Annual General Meeting is to be held in Sydney on 6 August 2022 – the invitation to be extended to all board chairs.</p> <p>The senior secondary boards need to assess if early university offers are still ongoing. Mr Alan Blagaich, School Curriculum and Standards Authority, Western Australia raised the need for greater transparency relating to university offers.</p> <p>Report has been noted.</p>

8.2	ACARA Report	<p>Ms Jackie Roberts, Principal, Bakewell Primary School became the NT representative on the ACARA Board as of April 2022.</p> <p>Australian Curriculum Version 9.0 was approved by education ministers in April 2022.</p> <p>NTBOS board members would like to extend an invitation to Ms Roberts to become a permanent observer on the board.</p> <p>Report has been noted.</p>
8.3	SACE Report	<p>In previous NTBOS meetings, SACE produced a report for noting; Ms Susan Bowden is currently working with SACE to discern what can be shared and what is publicly available.</p> <p>There has been a change in Chief Executive in South Australia. Mr Martin Westwall is the new Chief Executive Officer of the South Australian Department for Education. He will be missed by the SACE Board leadership.</p> <p>Currently, the SACE Board is advertising roles of Chief Executive Officer, Chair and new members. This provides an opportunity to appoint an NTBOS member to the SACE board. The current ongoing member, Ms Susan Bowden, is currently in an observer role on the SACE Board. There is currently an acting Chair of SACE Board as the appointment process of recruiting the new Chair is ongoing.</p>
8.4	Australian Curriculum Version 9 implementation	<p>Mental Health proponent of v.9.</p> <p>Suggestions have been made to include a school psychologist to provide input and inform what teachers should be aware of.</p> <p>Report has been noted.</p>
9	General Business	<p>NAPLAN –there was a two-week extension for schools who experienced online issues. 2022 was the first year NAPLAN was conducted online. There were 4 million visits to the NAPLAN website during the NAPLAN testing period. There were no technical issues raised with the platform, however some schools did encounter internet connectivity issues that were later resolved. There were also low participation rates, as majority of teachers were redeployed due to COVID-19. There were major issues with marking as there were not enough resources to secure NT markers.</p> <p>Mr Fred Richardson discussed online learning and what it meant for the NT. Some of the questions raised were:</p> <ol style="list-style-type: none"> 1. What is the data of students engaged in online learning/activities by geographic list? 2. How can COVID-19 necessitate the need for increasing cohort? 3. How are issues surrounding students' poor internet service being addressed? 4. How effective is online learning? <p>Action: Mr Richardson to send email to Executive Officer outlining requests for online data.</p>

		<p>LMSM software – creating data on online learning as there is an increase in the use of online learning. More students are inclined to undertake online learning, however, some lower economic groups may be disadvantaged by online learning as they may not have access to computers/internet and other resources.</p> <p>Mr Houareau requested inviting school leaders to board meetings to discuss what their strategies are to increase participation and student outcomes.</p> <p>A discussion about relocating the board meeting to different venues throughout the year. Potential venues for future board meetings: Henbury School, Taminmin College, Casuarina Senior College and/or Larrakeyah Primary School. All board members were in favour if protocol and logistics make it possible to hold the 4 November 2022 board meeting at a different venue.</p> <p>Action: Executive Officer to discuss further with Mr Wiese to shortlist external locations for future board meetings that would suit all board members.</p>
10	Meeting closed	11.30 am
10.1	Next meeting date	12 August 2022