

# Northern Territory Board of Studies (NTBOS)

## Confirmed Minutes

Time: 08:30-13:00

Date: 12 August 2022

Location: Plummer Room, Level 14 Mitchell Centre, Darwin

Item No.	Agenda Item	Summary of discussions
1	<b>Attendance</b>	Combination of attendance via Microsoft Teams online, and in-person attendance (Plummer Room, Level 14, Department of Education Offices, Mitchell Centre, Darwin).
1.1	<b>Present - members</b>	Ralph Wiese, Rachel Boyce, Susan Bowden, Roland Houareau, Tabitha Fudge, Charles (Fred) Richardson, Jacqueline Langdon, Julianne Willis.
1.2	<b>Apologies - members</b>	Gavin Morris, Pauline Schober, Stephen Nimmo.
1.3	<b>Present - non-member participants</b>	Tony Considine, Executive Director Quality Standards and Regulation, Department of Education; Tanya Salabay, Director School Reviews and Operational Policy; Jackie Roberts, NT representative ACARA Board; Ros France, Acting Director Curriculum, Pedagogy and Assessment 7-12, Teaching and Learning Services, Department of Education; NT Board of Studies Consultant, Department of Education.
2	<b>Opening remarks</b>	<p>Meeting commenced at 08.40am with Acknowledgement of Country provided by the Chair, Mr Ralph Wiese.</p> <p>Ms. Jackie Roberts introduced herself to the board and presented herself as the new Northern Territory representative to the ACARA board. Ms Roberts is also the Principal at Bakewell Primary School.</p> <p>Ms Julianne Willis introduced herself as the newest member to the board. Ms Willis was appointed by the Minister for Education as one of four expert members on the board.</p>

Item No.	Agenda Item	Summary of discussions
		Ms Tanya Salabay introduced herself as the new Director of School Review and Operational Policy.
3	<b>Minutes of the previous meeting</b>	The minutes of the meeting held on 27 May 2022 were circulated to members out of session and accepted as a true record of the meeting. The confirmed minutes were noted by the Department of Education's (the department) Chief Executive and the Minister for Education.
4	<b>Business arising from previous minutes</b>	All items were either completed or were on the agenda to be addressed at the meeting. Ms Susan Bowden provided an update on the department's new structure.
	<b>Action Sheet</b>	Due to NT wide teacher shortage, many department staff with teaching qualifications have been deployed to schools and business as usual within the department has been disrupted as a result of the re-deployment. Several presentations requested by the board meeting were deferred due to staff redeployment to schools and other conflicting events.
5	<b>Correspondence</b>	Correspondence in: No items to raise.
6	<b>NTBOS Governance – declaration of conflict of interest</b>	Nil identified.
7	<b>Presentations and Discussion Items</b>	
7.1	<b>Discussion: Appointment Process</b>	<p>An animated general discussion ensued concerning the shortened term of appointment (6 months) for recently appointed Board members and the potential implications to NTBOS operations as a result of the NT DoE restructure.</p> <p>Mr. Houareau advised members that he will complete his term, expiring on 31 December 2022, and will not be renominating for membership.</p> <p>Later in the meeting, the Chair received an email advising that the Minister intended to provide a Commissioning letter to Board members which would set out priorities and provide guidance and clarity regarding the Board's functions and responsibilities. The Chair read the email to the meeting and arranged for it to be forwarded to members post the meeting.</p>

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7.2	<b>Discussion: NTBOS strategic plan 2022-2027 updates</b>	<p>Mr Houareau explained that as per the discussion at the previous meeting the Strategic Plan was finalised, pending layout and design edits. The final design edits were initially to be done by an external consultant, however due to complications with some proposed clauses in the contract, the department's Communication and Media team will complete the final design edits. Mr Houareau explained the strategic plan is a live document and can change with time. Key priorities will be determined by the board on an ongoing basis.</p> <p>Mr Houareau proposed circulating the final strategic plan during October Business Month, noting the plan promotes the quality of education in the NT, a key factor in promoting the liveability of the NT.</p> <p>Board members noted the location of the NTBOS website within the Department of Education site makes it difficult to locate NTBOS documents and information. Members noted that the NTBOS represents the interests of all students in the NT, not just government students, so it may be appropriate for the website to be hosted independently from the department website. Members requested the department assist in investigating options for a separate NTBOS website.</p> <p>The board acknowledges it is accountable to the Minister but is not truly independent as it is reliant on the department to fund board activities. Mr Houareau expressed that the board should have a more separate existence and noted that the lack of independence does not align with what is written in the <i>Education Act 2015</i>. Mr Houareau suggested an opportunity for the Australian Institute of Company Directors (AICD) to do a review of the board governance to ascertain how independent the board really is and provide advice on best practice governance going forward.</p> <p>Ms Langdon suggested this provides an opportunity to clarify the boards' purpose and the best governance structure moving forward. The Teacher's Registration Board is also a statutory body but is a very separate entity within the department. Ms Willis recommended that any review should not only clarify accountabilities and responsibilities of the board, but the functions of the board more broadly.</p>

Item No.	Agenda Item	Summary of discussions
		<p>Ms Boyce expressed concerns that the board has no set responsibilities outlined anywhere. The roles and responsibilities in the <i>Education Act 2015</i> are very broad and poorly defined. Board members noted that more clearly defined responsibilities and processes are required.</p> <p><b>Resolutions:</b></p> <ul style="list-style-type: none"> <li>• The Board endorsed, in principle, the Northern Territory Board of Studies 2022-2027 Strategic Plan, noting approval of the final layout will be sought out-of-session.</li> <li>• The Board agreed to distribute the NTBOS Strategic Plan during October Business Month.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Chair, Mr Houareau and Ms Boyce to meet with the Department of Education CE and the Minister for Education to formally present a copy of the strategic plan.</li> <li>• NTBOS consultant to work with Ms Salabay on website options for presentation to the Board.</li> <li>• Mr Houareau to provide suggestions to the Chair, through the NTBOS Consultant, on options for how to define the board's budget more clearly.</li> <li>• Distribute the NTBOS Strategic Plan 2022-2027 to relevant stakeholders in October 1 2022, as part of October Business Month.</li> <li>• Questions raised in this discussion, but not resolved will be explored further during works arising from the Ministers Commissioning letter and developments arising from the implementation of the new strategic plan.</li> </ul>
7.3	<p><b>Discussion: NTBOS student award ceremony dates &amp; the 2022 Chief Minister's Literacy Achievement Awards (CMLAA) updates</b></p>	<p>Organisation of the 2022 NT Board of Studies student award ceremonies in Darwin and Alice Springs has commenced. The board members agree the Darwin student award ceremony will be held on Friday 3 February 2023 at the Darwin Convention Centre and the Alice Springs student award ceremony to be held on Thursday 9 February 2023 at the DoubleTree Hilton.</p>

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		<p>The Board agreed that they would like to invite the 2021 Most Meritorious Student, Ms Olivia Anderson to the 2022 awards ceremony, noting the 2021 ceremony was cancelled due to COVID-19. Ms Anderson was an exemplary student, achieving 5 A+ merits, and should be formally recognised for her achievements.</p> <p><b>Resolutions:</b></p> <ul style="list-style-type: none"> <li>• 2022 NT Board of Studies student award ceremonies to be held on Friday 3 February 2023 in Darwin, and Thursday 9 February 2023 in Alice Springs.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• NTBOS Consultant to investigate whether there is budget available to support Ms Anderson in attending the Darwin awards ceremony.</li> <li>• NTBOS Consultant to confirm the proposed venues are available on the preferred dates and email the Board once dates are confirmed.</li> </ul>
7.4	<b>NTCET update – week 10 data</b>	<p><b>Review of government and non-government data from 2021</b></p> <p>Ros France from the Department provided an update on current Northern Territory Certificate of Education and Training (NTCET) tracking for 2022.</p> <p>In 2021, there were 1432 completers, 973 were from Government schools and 459 were from non-Government schools. Based on the data from the past 10 years, there has been an increasing trend in the number of completers, noting small variations between each year except for the anomaly in 2020 in the government sector where there was a sharp increase in completers.</p> <p>2021 NTCET data for Aboriginal students saw 217 Aboriginal completers, 161 from Government schools, and 56 from non-government schools. Aboriginal and Torres Strait Islander completers over the past 10 years show increasing rate of completers in both the government and non-government sectors. However, there is a widening gap between the number of completers in the government and non-government sectors.</p>

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		<p>The Age Grade consensus is an Australian Bureau of Statistics measure taken in August of each calendar year. In 2020, there were 2131 Year 12 students enrolled in all NT schools in which only 76.1% of students received their NTCET; in 2021, there were 2016 Year 12 students enrolled in which only 70.6% of students received their NTCET.</p> <p>Data provided at the end of June 2022 indicates:</p> <ul style="list-style-type: none"> <li>• 1223 students are on track to complete the NTCET, 829 from government schools, and 394 from non-government schools.</li> <li>• 198 Aboriginal students are on track to complete the NTCET, 155 from government schools, and 43 from non-government schools.</li> </ul> <p>Potential completers include those in the at-risk but expected to complete and expected to complete categories. The majority of Aboriginal students attend urban schools with some of those boarding from remote locations.</p> <p><b>Action:</b>  <b>Ms France to provide advice out of session on how the 2022 figures are tracking against the same time in 2021 in relation to number of potential NTCET completers for all students and Aboriginal students.</b></p>
7.5	<p><b>Recognition of Aboriginal culture, languages, and knowledge – SACE/NTCET Aboriginal Education Project</b></p>	<p>Emma Palmer and Jamie Dunnill from SACE presented on two current projects underway related to recognition of Aboriginal knowledge, languages and culture. SACE is managing the projects as part of a strong, ongoing partnership between SACE and NT department of education.</p> <p>The Aboriginal Education Project is a key focus of the SACE Board's Thrive Strategy and was initiated by the direction of the SACE Aboriginal Education steering committee and informed by the Shergold Review and Mparntwe Declaration.</p> <p>The key strategic driver is student belonging. Organisation for Economic Co-operation and Development (OECD) data shows a decrease in the sense of belonging amongst students, with the lowest percentage</p>

Item No.	Agenda Item	Summary of discussions
		<p>amongst regional and remote Aboriginal students and amongst low socio-economic status students. This project intends to address the issues of belonging and the associated lack of school completion.</p> <p><b>Recognition of cultural learning</b></p> <p>The recognition of cultural learning project is currently in its draft phase. This project will create a single system level solution (SACE and NTCET); this garnered strong support as many stakeholders value the SACE and NTCET being an inclusive certificate.</p> <p>Speaking to different groups, schools, and communities are key success factors, with engagement with Aboriginal communities critical. The stakeholder engagement phase has brought to light several key points related to cultural connection amongst Aboriginal students. Not all Aboriginal young people have the same level of connection to culture and community. Culture knowledge and learning broadly fits into 1 of 3 categories, or an amalgamation of all 3; school based, student led, and community led. This project focusses on determining methods of assessment and verification for student led and community led cultural knowledge and skills.</p> <p>The student led assessment method can be viewed as a cultural version of self-directed learning and will include a specific performance checklist. The community led method will be assessed through verification from cultural authorities. This method allows for the most flexible forms of evidence, including tangible/intangible and direct/indirect forms of evidence. This can lead to potential recognition of Community Programs and to workplace practices. Stakeholder feedback also supported the idea of having secret/closed cultural learning to be included.</p> <p>This project acknowledges that Aboriginal communities must be respected in all interactions and aspects of recognising cultural knowledge and learning. Schools/SACE cannot question the legitimacy of the learning undertaken nor the authority of people within the community to assess this learning.</p> <p>The initial testing and pilot used a small group of schools. Some of the future testing and piloting will explore 'equivalence' between cultural learning and current SACE learning though live prototyping with schools that will use to pilot. The aim is to identify what types of learning can be recognised.</p>

Item No.	Agenda Item	Summary of discussions
		<p>Ms Bowden asked if there were any schools in Darwin and Palmerston that were being engaged through the project. Ms Palmer responded that in the first round of consultation, Darwin and Palmerston schools were participating, however, due to staff shortages, many Darwin and Palmerston schools did not participate in the second round of consultations.</p> <p>Ms Palmer stated this project is a standalone program within SACE and that students can attain up to 100 credits when undertaking 1 of the 2 methods available. Students can also get credits for cultural learning during periods away from school on Country, and for prior learning (i.e. initiation ceremony). There will be further discussion on what these credits for stage 1 and 2 will look like.</p> <p><b>Working in Aboriginal Language:</b></p> <p>SACE believes in giving Aboriginal students an opportunity to use their first language in school to facilitate a sense of belonging and value in education. It is intended that students will be able to submit work for in any subject (other than English) in a recognised Australian Aboriginal language. Currently, there are very few models in Australia and internationally that support the submission of work in language. Since many Aboriginal languages are oral in nature, there needs to be a way to assess student work to enable verbal submissions. SACE already has provisions in place for students that need to take the assessments orally due to their circumstances.</p> <p>This project is in the very early stages of development, currently in the scoping phase. There are many risks and challenges involved (i.e. lack of interpreters/translators available particularly in the languages that are being revitalised); this project is continuing to explore avenues that will help mitigate these risks.</p> <p>The board expressed interest in the projects, noting the many students in both government and non-government schools who could benefit, particularly through the ability to gain SACE credits for cultural learning.</p> <p>The board further discussed the issues raised during the SACE presentation and noted the desire for more NT schools to come on board for the learner profile project pilot and Aboriginal Education project. The board posed the question 'How can the department activate schools to become part of the pilots for the</p>

Item No.	Agenda Item	Summary of discussions
		<p>Aboriginal Education project?' Board members agreed that diversity of schools is important in the pilot phase and can create capacity to teach other schools in the implementation phase.</p> <p><b>Action:</b> Teaching and Learning Services to organise a presentation from SACE on the learner profile for the next Board meeting.</p>
8	<b>Reports for noting</b>	-
8.1	<b>ACACA report</b>	<p>Tony Considine, the NT Australasian Curriculum, Assessment and Certification Authorities (ACACA) member and current chair of ACACA provided an update.</p> <p>The first face-to-face ACACA Board meeting in 2 years was held in Sydney.</p> <p>The Chairs of all state and territory boards of studies were invited to discuss the senior secondary space. The impact of the pandemic on the business as usual of learning for kids was recognised. There is a growing trend for secondary school students to received early offers for University admission, many of what are unconditional offers. Western Australia and the Australian Capital Territory noted that the impact of early offers to Year 11 students has resulted in lower academic achievement in Year 12.</p> <p>ACACA are in the process of commissioning further research on the impact of early university offers.</p> <p>The board expressed interest in understanding the number of early admissions in the NT and the impact of early admission on NTCET results in the NT.</p> <p><b>Action:</b> ACACA to provide an update to board members for next board meeting.</p>

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8.2	<b>ACARA report</b>	<p>Jackie Roberts, the NT ACARA Board member provide an update. ACARA is currently preparing communications to assist with preparations for the 2023 National Assessment Program -Literacy and Numeracy (NAPLAN), noting the move to term 1 in 2023. The results from the 2022 NAPLAN are currently being finalised. The board requested a brief on the NT NAPLAN results upon the release of the data.</p> <p>The board queried the status of the revisions to the Health and Physical Education Curriculum. Ms Roberts noted that work was still ongoing with all jurisdictions and sectors involved in the stakeholder consultation.</p> <p><b>Action:</b>  <b>The board to be provided with a briefing on the NT NAPLAN results at the next meeting (if finalised).</b></p>
8.3	<b>SACE report</b>	<p>In previous NTBOS board meetings, SACE produced a report for noting; Ms Susan Bowden is currently working with SACE to see what can be shared and what is publicly available.</p> <p>There has been a change in membership within the SACE Board. SACE is in the recruitment phase to appoint a new Chief Executive Officer (CEO).</p>
9	<b>General Business</b>	<p>The symphony orchestra and industry groups were approached to create a video commemorating the 50<sup>th</sup> anniversary of Cyclone Tracy in 2024. Mr Houareau has stated INPEX is currently in discussion about this project and noted a final decision has yet to be made. Mr Houareau asked whether board members agreed that NTBOS could be partners in the project, noting the final video could be gifted to schools to use as part of the music curriculum. The board indicated support for this to be investigated further.</p>
	<b>Meeting concludes</b>	13:00. Next board meeting to be held on 19 October 2022.