



Northern
Territory
Government

NORTHERN TERRITORY BOARD OF STUDIES

Annual Report

2010

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Dr Chris Burns MLA
Minister for Education and Training
Parliament House
DARWIN NT 0800

6 June 2011

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 the year 2010.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Steven Larkin', written in a cursive style.

PROFESSOR STEVEN LARKIN
Chair

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Chairperson's Report

This report covers the 2010 calendar year and is the eighth Annual Report of the Northern Territory Board of Studies since changes were made to the *Education Act* in 2002. The Board is an independent body with members drawn from parents, teachers, post school education, principals, unions, the government and non-government sectors, employers and Indigenous people. It also has observers from other stakeholder groups.

Again, the year has been one of considerable development in terms of Northern Territory initiated projects and policies. The Board has overseen the transition to the new Northern Territory Certificate of Education and Training (NTCET) and monitored over the year, the National Assessment Program in Literacy and Numeracy (NAPLAN), year 12 destination survey, Vocational Education and Training in Schools (VETiS), Northern Territory Curriculum Framework, Early Years Learning Framework and National Quality Standards, literacy and numeracy initiatives and national issues.

The Board and its operational arm, Curriculum, Teaching and Phases of Learning Division, Department of Education and Training (DET), have worked with cross sector stakeholders to provide responses to the Australian Curriculum Assessment and Reporting Authority on the development of the Australian Curriculum, in particular the Phase 1 F-10 and senior secondary learning areas of English, mathematics, science and history. The Board will continue to monitor the development and implementation of the Australian Curriculum as learning areas are progressively introduced over coming years.

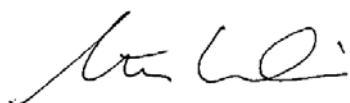
Education opportunities and outcomes for Indigenous students are monitored on an on-going basis and the Board considers improvement of Indigenous students' educational engagement and outcomes a key priority for the future. The Board's work on these issues is important to enhancing the educational aspirations, programs and results for Northern Territory students.

Major events on the Board's agenda are the student award presentation ceremonies held annually to publicly recognise academic excellence amongst school leavers and affirm and celebrate the high standard of Territory education. The Board of Studies website is regularly updated and an information bulletin is produced four times a year.

The key issues of the NTBOS Work Plan (2010 to 2012) continue to lead/guide the Board's work around curriculum planning and student achievement.

I was appointed to the position of Chair of the Northern Territory Board of Studies in July 2010 and would like to say that it is a pleasure and an honour to be asked to serve as Chair.

On behalf of the Board, I wish to express appreciation for the work done by those officers in DET corporate, schools and cross sector stakeholders who have supported the work of the Board in 2010. I would also like to acknowledge the commitment of Board members to improving learning outcomes in the Territory and their professional engagement on the diverse range of issues and initiatives considered throughout the year.



PROFESSOR STEVEN LARKIN

Functions of the Board

The following are functions of the Board:

- (a) providing advice to the Minister and the Chief Executive 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; and
 - (v) government policy that impacts on the Board's functions.

- (b) co-operating and consulting with prescribed authorities or bodies engaged in education and related matters.

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

The Board shall 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.

Overview

Boards of Studies

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

- 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 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 problems. 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 Chairperson and 15 other members representing parents, employers, principals, teachers, post school educators, unions, the non-government schools sector, Indigenous communities and the Department of Education and Training.

Details of Board membership are included in Appendix 2.

Matters and Reports considered by the Board in 2010

- Analysis of 2009 NAPLAN results
- Analysis of 2009 NTCE results
- Australian Curriculum
- Australian Curriculum Assessment and Reporting Authority (ACARA)
- Australian Qualifications Framework (AQF)
- Early Years Learning Framework and National Quality Standards
- Implementation Australian Curriculum K-10
- Literacy and Numeracy Strategy
- National Assessment Program - Literacy and Numeracy (NAPLAN)
- National Issues and Initiatives
- National Literacy and Numeracy Diagnostic Tool project
- Northern Territory Certificate of Education and Training (NTCET)
- NTBOS Work Plan 2010 to 2012
- Policies
- SACE Board
- Student Awards and Ceremonies
- Student Destination Survey
- Teacher Registration Board
- Vocational Education and Training in Schools (VETiS)
- Website

2010 Meeting Dates

- 26 March 2010 Darwin
- 21 May 2010 Darwin
- 20 August 2010 Darwin
- 5 November 2010 Darwin

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). This national assessment program replaced the previous Multilevel Assessment Program (MAP) in the Northern Territory. NAPLAN tests are conducted in May each year for all students in Years 3, 5, 7 and 9. Students in the same year level sit common 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 the NAPLAN assessments broadly reflect aspects of literacy and numeracy within the curriculum in 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, and be used by teachers to support and inform their judgement about how to assist students to improve their learning outcomes.

Parents/caregivers are provided with information in a student report about the performance of their child in relation to that of other students in the same year level across Australia. These reports contain a description of what was assessed in each of the tests in relation to what students can typically do.

NT schools also receive comprehensive data out of the Reporting and Analysing Achievement Data (RAAD) tool on the performance of their students in relation to that of other students in the same year level across Australia, the NT and in their own school. The report shows each student's level in relation to the Northern Territory Curriculum Framework (NTCF) Bands and their position below, at or above National Minimum Standard (NMS) in NAPLAN. The RAAD tool enables school leaders and classroom teachers to analyse and use student performance information to inform strategic and operational plans at the school, classroom and individual student level.

The My School website, first launched in January 2010 and updated in March 2011, provides information about Australia's schools, including the number of students and teachers at the school and how the school is performing in NAPLAN testing. Using the My School website, parents and school communities are also able to compare their school's results with neighbouring schools and up to 60 demographically similar schools. It uses an index of student and school characteristics developed specifically for the My School website for the purpose of identifying schools serving similar student populations.

The variables used in calculating a value on the Index of Community Socio-Educational Advantage (ICSEA)¹ scale include student-level data on the occupation and education level of parents/carers, and/or socio-economic characteristics of the areas where students live, whether a school is in a metropolitan, regional or remote area, proportion of students from a language background other than English, as well as the proportion of Indigenous students enrolled at the school.

A small number of 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 the NMS.

Students may also 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.

NAPLAN results are not comparable to MAP testing in previous years due to differences in testing methods and the change in the timing of the test from August to May.

NAPLAN tests were equated so that the 2010 results can be compared with those for 2009 and 2008. Equating enables the results from NAPLAN tests in different years to be reported in the same achievement scale.

Equating one test with another is a complex process and involves some degree of statistical error. For this reason, there may appear to be minor fluctuations in the average NAPLAN test results from year to year which are in fact 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 asserted about meaningful change. The 2010 NAPLAN National Report contains additional information about whether changes from 2008 to 2010 are significant. Confidence intervals have also been included in the data presented here to indicate significance of changes from one year to the next.

The results are presented by assessment area – focussing on the areas of reading, writing and numeracy, 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 for whom Indigenous status was not stated are excluded from the data that is presented by Indigenous status. All students who sat the test at government and non-government (Catholic, independent and Christian) schools are included as nationally comparable data is only available at state or territory level and not disaggregated by sector.

¹ The variables used in calculating a value on the ICSEA scale include student-level data on the occupation and education level of parents/carers, and/or socio-economic characteristics of the areas where students live, whether a school is in a metropolitan, regional or remote area, proportion of students from a language background other than English, as well as the proportion of Indigenous students enrolled at the school. Further information is available on the [My School](#) website.

Geolocation is a Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA) geographical classification of schools based on their location and incorporates the Accessibility/Remoteness Index of Australia (ARIA) as supported by the Australian Bureau of Statistics (ABS). Further information is available on the [MCEECDYA](#) website.

The NT does not have any areas classified as metropolitan (which includes locations such as Sydney and Melbourne). Darwin, Palmerston and rural areas are classified as provincial, Katherine and Alice Springs areas are classified as remote and all other areas, including Tennant Creek and Nhulunbuy, are classified as very remote.

When examining the results of the NT it is important to consider that this jurisdiction differs markedly from any other state or territory. It has the lowest population with the highest proportion of the population 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 by far the largest proportion of Indigenous population, most of whom live in these areas.

The NT has an Indigenous student cohort that is approximately 41% of the total school population, which is over 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 than in 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 in these results.

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. Despite these factors, results for non-Indigenous students in the Northern Territory are similar to other jurisdictions.

Executive Summary

Performance

Across all year levels and assessment areas the proportion of NT students achieving National Minimum Standard (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.

Indigenous NT students had the lowest performances in Australia as a cohort although NT provincial Indigenous students in Years 3, 5 and 7 performed comparably to Australian provincial Indigenous students. Non-Indigenous NT students performed comparably with non-Indigenous students across Australia and remote and very remote NT non-Indigenous students performed slightly better than NT provincial non-Indigenous students.

Year 3 Writing students were the highest achievers in the NT with 72.6% of students achieving NMS (22.9 percentage points lower than the Australian average of 95.5%). Year 3 Spelling students were the lowest achievers in the NT with 59.5% of students achieving NMS (31.5 percentage points lower than the Australian average of 91.0%).

Non-Indigenous students achieved their best results in Year 3 Writing with 94.2% achieving NMS (only 2.4 percentage points lower than the Australian average of 96.6%). The lowest achievement rate for non-Indigenous students was in Year 9 Writing with 82.0% of non-Indigenous students achieving NMS (6.7 percentage points lower than the Australian average of 88.7%).

Indigenous students achieved their best results in Year 3 Numeracy with 46.1% achieving NMS. This is substantially lower than the Australian average of 76.6% for Indigenous students in this test. The lowest achievement rate for Indigenous students was in Year 9 Writing with 24.1% of Indigenous students achieving NMS. Again this is a substantially lower rate than the Australian average of 59.0% for Indigenous students in this test.

The proportion of students in very remote schools achieving NMS (ranging from 13.2% to 37.0% across all assessment areas and year levels) was significantly lower than students in remote and provincial schools. Achievement rates for students in remote schools in the NT ranged from 64.5% to 84.4% across all assessment areas and year levels. Students in provincial schools fared best in the NT with achievement rates ranging between 75.6% and 91.0% across all assessment areas and year levels.

Participation

Participation by NT students in NAPLAN assessments increased dramatically in 2009. Whereas participation rates ranged from 78.5% to 85.0% in 2008, in 2009 they ranged from 87.5% to 96.3%. In 2010 these rates were slightly lower, ranging from 82.7% to 90.5%.

In 2010, Year 7 Spelling and Grammar and Punctuation students had the highest participation rate in the NT with 90.5% of students participating. Year 9 Numeracy students had the lowest participation rate in the NT with 82.7% of students participating in the test. This was 9.8 percentage points lower than the Australian average.

For Indigenous students in 2010, Year 5 Spelling and Grammar and Punctuation had the highest participation rate with 81.1% of Indigenous students participating in the test while Year 9 Numeracy had the lowest participation with 63.9% of Indigenous students participating in the test. For non-Indigenous students in 2009, Year 7 Spelling had the highest participation rate with 97.4% of students participating in this test, which was 0.7 percentage points higher than the Australian average. Year 9 Numeracy had the lowest participation rate with 94.7% of non-Indigenous students participating in the test, which was still 1.4 percentage points higher than the Australian average rate of non-Indigenous students participation in the test.




Explanatory Notes

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.

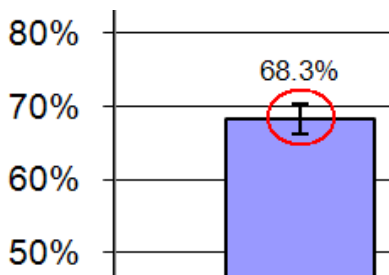
Achievement rates are calculated as all students who were at or above National Minimum Standard as a percentage of the total number of students assessed.

Students for whom Indigenous status was not stated are not included in data which is provided by Indigenous Status.

This report includes some key comparisons. Where the significance of differences in performance is indicated it relates to the comparison of the mean scale score across the 2008 and 2010 testing years. Where the significance of difference is not indicated care should be taken when comparing results over time or between groups of students.

	Mean scale score significantly higher, statistically, than in 2008.
	No significant difference, statistically, than 2008 mean scale score.
	Mean scale score significantly lower, statistically, than in 2008.

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 National Minimum Standard. The interval in this case is 2%, indicating a 95% chance that the true percentage lies between 66.3% and 70.3%.

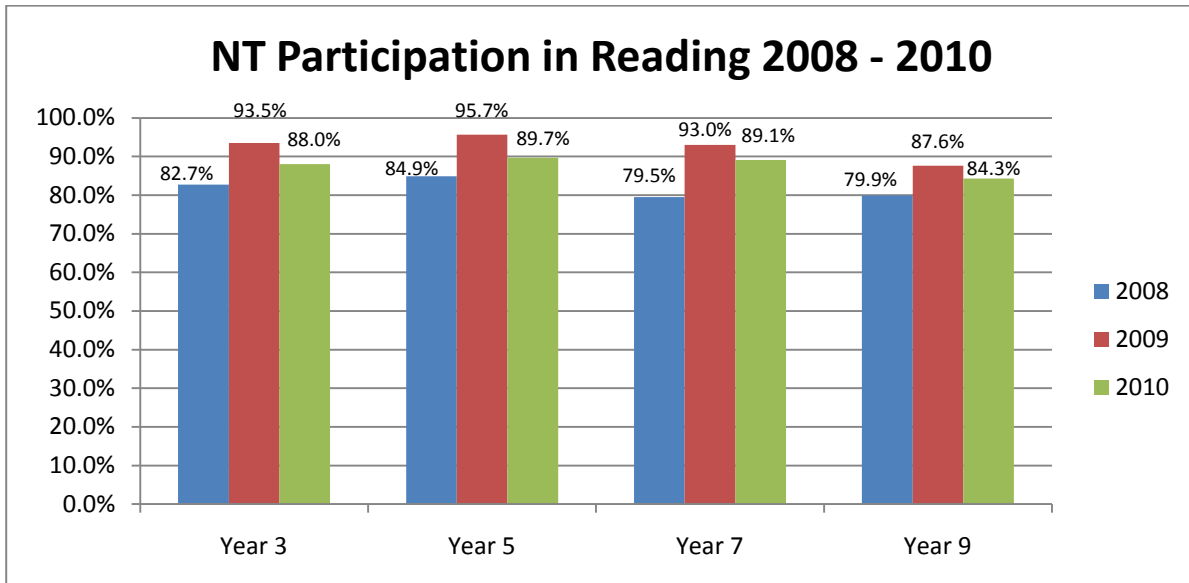
Participation

Participation by NT students in NAPLAN assessments increased dramatically in 2009 (averaging at approximately 12 percent). The largest increases in participation in Australia in 2009 occurred in the NT. However, the large gains made in 2009 were slightly eroded in 2010. Despite these decreases, 2010 participation rates in very remote schools exceeded those in 2008 by 6 to 17%.

1. Participation of students in the Reading test

Participation rates in Reading increased across all year levels between 2008 and 2009, and decreased slightly in 2010. In 2010 the highest participation rate for Reading is Year 5 students with 89.7% of NT students participating. Year 5 students were the closest to the Australian average in 2010 with a 6.5 percentage point difference between the NT participation rate and the Australian average in Reading. Figure 1.1 shows the difference in participation rates in the NT from 2008 to 2010.

Figure 1.1



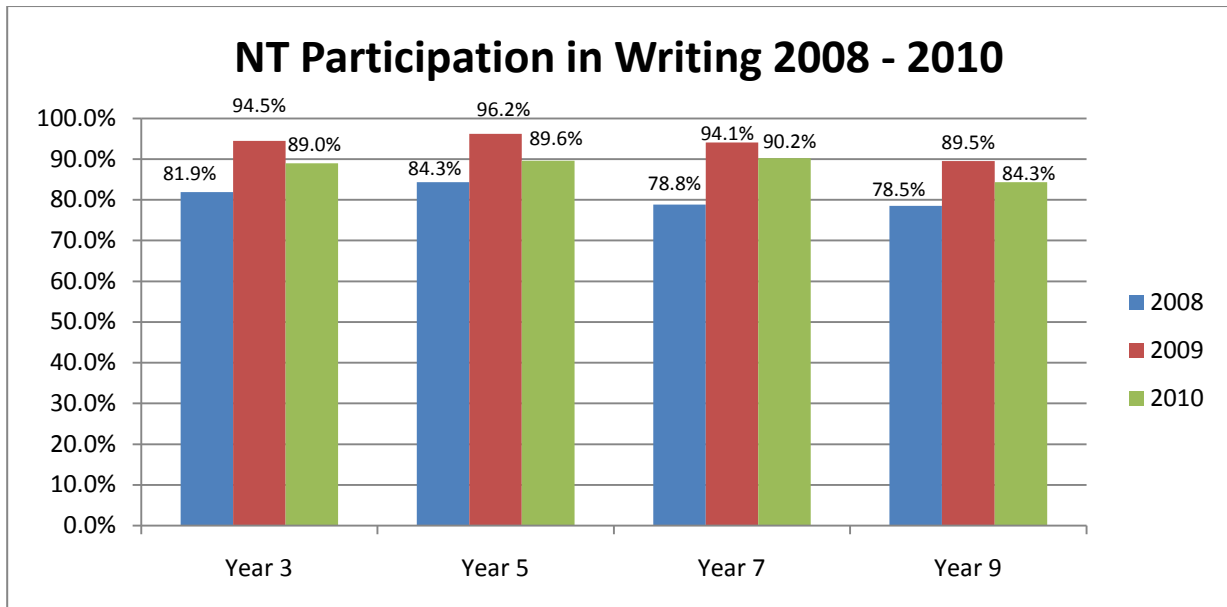
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

2. Participation of students in the Writing test

Participation rates in Writing increased across all year levels between 2008 and 2009, and decreased slightly in 2010. In 2010 the highest participation rate for Writing is Year 7 students with 90.2% of NT students participating. Year 7 students were the closest to the Australian average in 2010 with a 6.0 percentage point difference between the NT participation rate and the Australian average in Writing.

Figure 2.1 shows participation rates in the NT from 2008 to 2010.

Figure 2.1



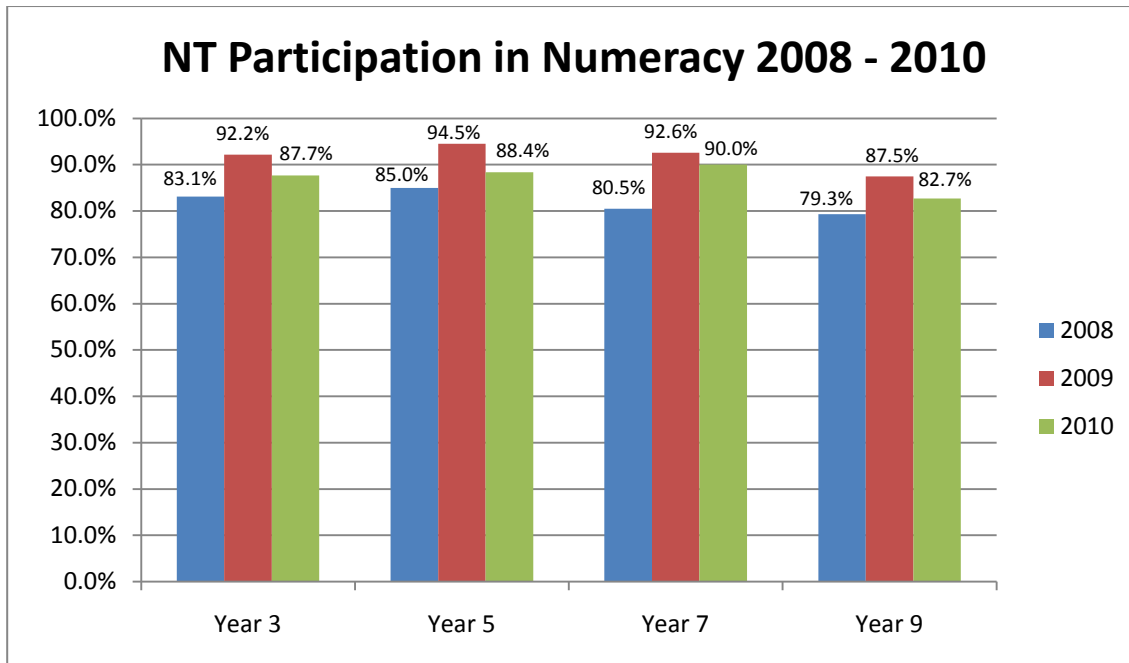
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

3. Participation of students in the Numeracy test

Participation rates in Numeracy increased across all year levels between 2008 and 2009, and decreased slightly in 2010. In 2010 the highest participation rate for Numeracy is Year 7 students with 90.0% of NT students participating. Year 7 students were the closest to the Australian average in 2010 with a 5.7 percentage point difference between the NT participation rate and the Australian average in Numeracy.

Figure 3.1 shows participation rates in the NT from 2008 to 2010.

Figure 3.1



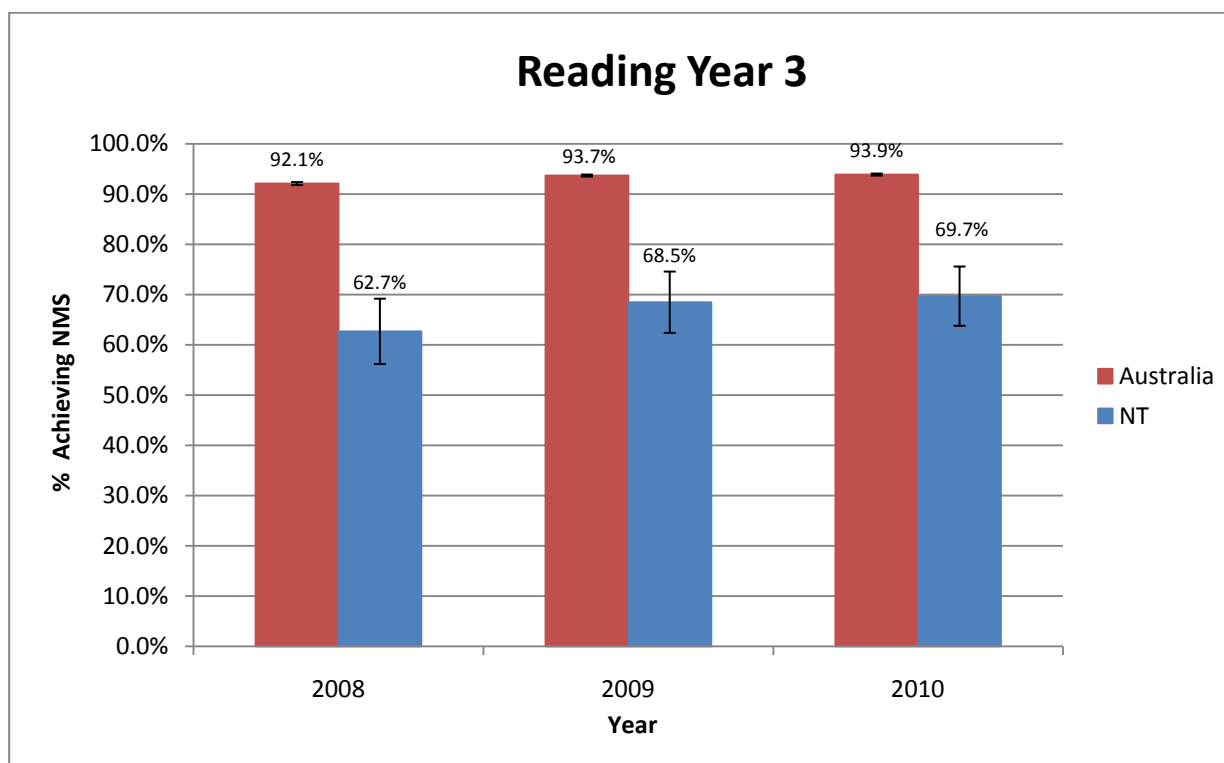
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Reading Achievement

4. Year 3 Reading

Overall, in 2010, 69.7% of NT students achieved the National Minimum Standard (NMS) compared to the Australian average of 93.9%. This is a difference of -24.2 percentage points. Compared to 2009 this is an increase of 1.2 percentage points of NT students achieving NMS. Between 2008 and 2009 there was an increase of 5.8 percentage points.

Figure 4.1 Percentage of Year 3 Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2010



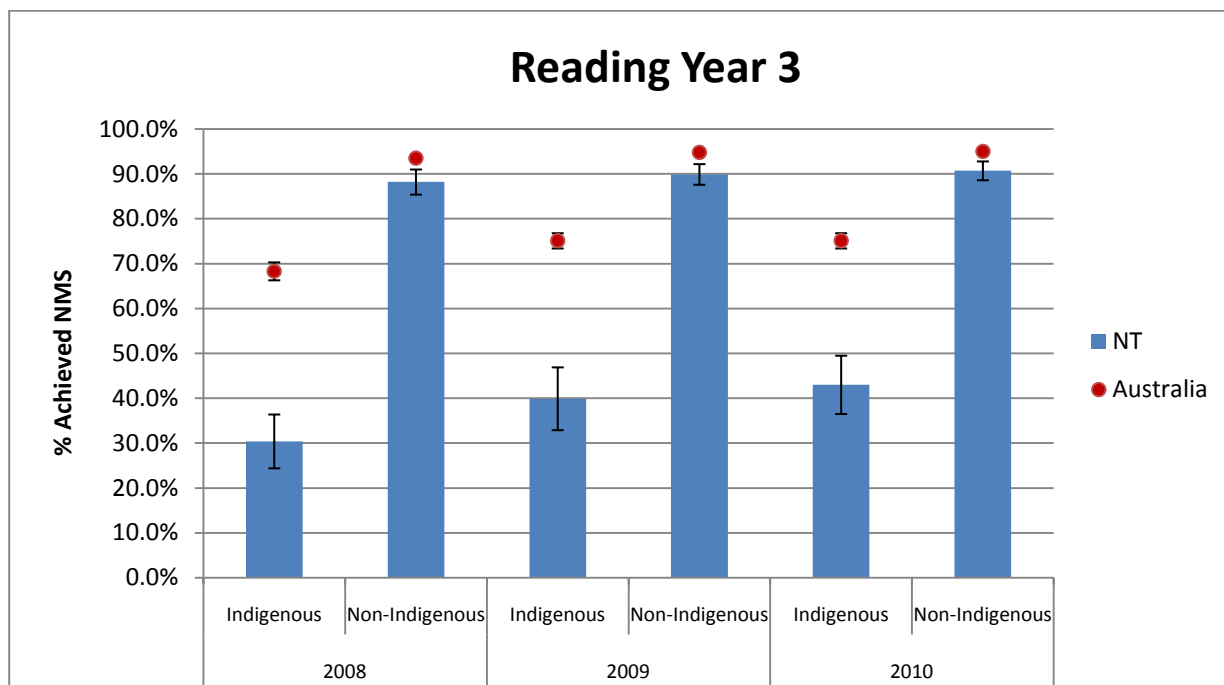
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 4.1 2008 to 2010 Change in Mean Scale Scores Year 3 Reading

	Year	Mean scale scores	Significance of difference in mean scale scores*
NT	2008	306.6	■
	2010	328.7	
Australia	2008	400.5	▲
	2010	414.3	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 4.2 Percentage of Year 3 Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2010 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 4.2 2008 to 2010 Change in Mean Scale Scores - Year 3 Reading by Indigenous Status

Indigenous Status	Year	Mean scale scores	Significance of difference in mean scale scores*
Indigenous	2008	208.1	▲
	2010	246.3	
Non-Indigenous	2008	382.5	■
	2010	392.0	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 43.0% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 75.1%, a difference of -32.1 percentage points. 90.7% of NT non-Indigenous students achieved NMS compared to the Australian average of 95.0% a difference of -4.3 percentage points.

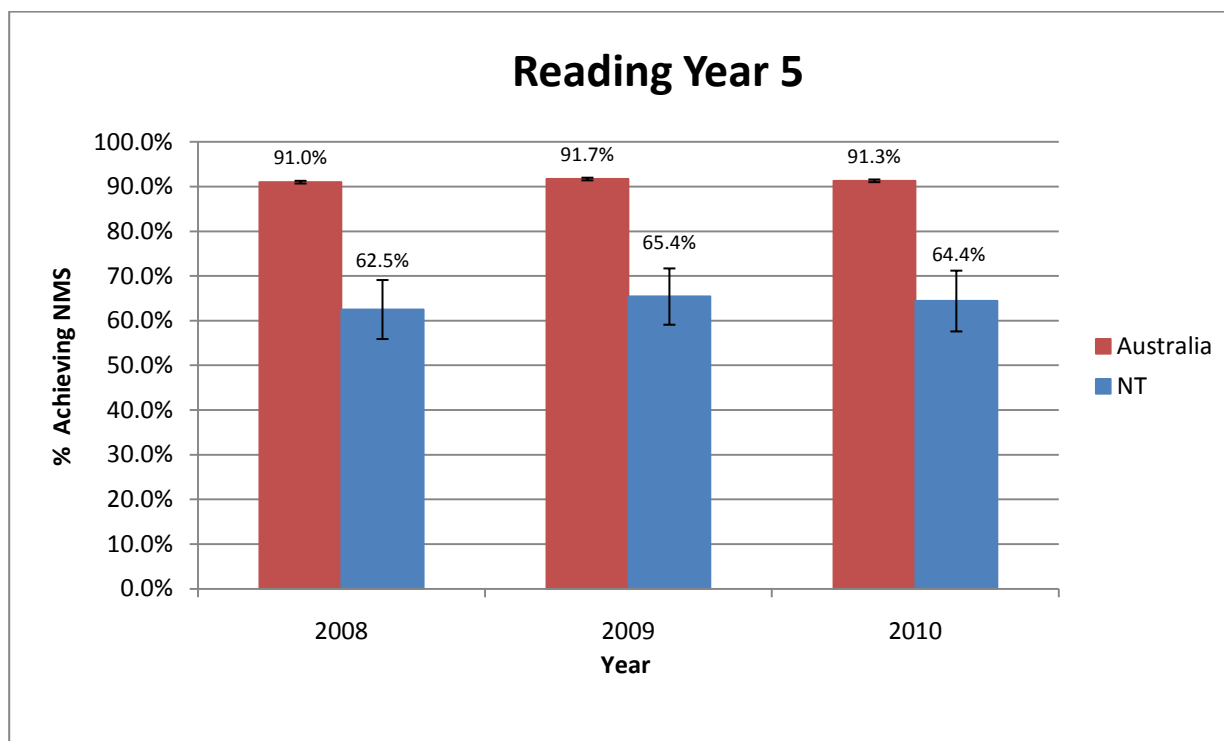
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in 2008, 2009 and 2010. In 2009, there was a 50.0 percentage point gap between non-Indigenous and Indigenous students. In 2010, the gap had slightly reduced to 47.7%.

In 2009, 39.9% of NT Indigenous students achieved NMS compared to 30.4% in 2008, an increase of 9.5 percentage points. In 2009, 89.9% of non-Indigenous students achieved NMS compared to 88.2% in 2008, an increase of 1.7 percentage points.

5. Year 5 Reading

Overall, in 2010 64.4% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 91.3% a difference of -26.9 percentage points. Compared to 2009 this is a decrease of 1.0 percentage points of NT students achieving NMS. Between 2008 and 2009 there was an increase of 2.9 percentage points.

Figure 5.1 Percentage of Year 5 Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2010



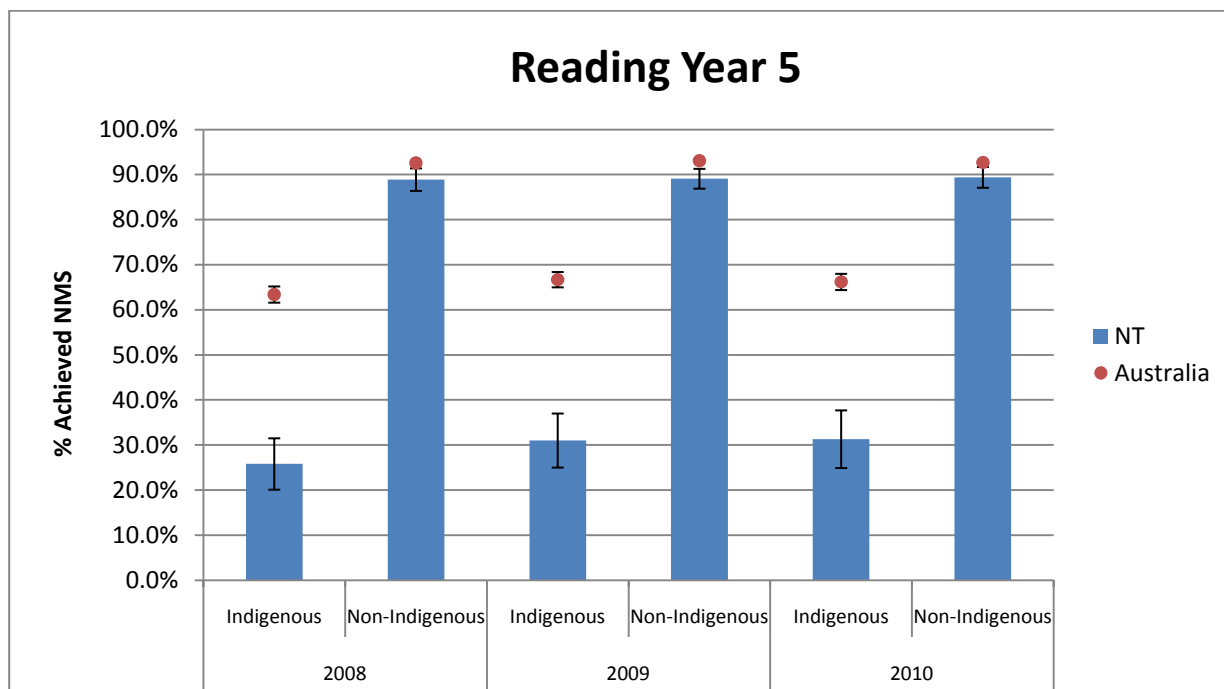
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 5.1 Percentage of NT Year 5 students achieving National Minimum Standard (NMS) in Reading in 2008 – 2010

	Year	Mean scale score	Significance of difference in mean scale scores*
NT	2008	405.1	■
	2010	412.1	
Australia	2008	484.4	■
	2010	487.4	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 5.2 Percentage of Year 5 Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2010 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 5.2 2008 to 2010 Change in Mean Scale Scores – Year 5 Reading by Indigenous Status

Indigenous Status	Year	Mean Scale Score	Significance of difference in mean scale scores*
Indigenous	2008	307.3	[Orange square]
	2010	326.7	
Non-Indigenous	2008	474.5	[Orange square]
	2010	475.4	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 31.3% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian Indigenous average of 66.2%, a difference of -34.9 percentage points. 89.4% of NT non-Indigenous students achieved NMS compared to the Australian average of 92.7%, a difference of -3.3 percentage points.

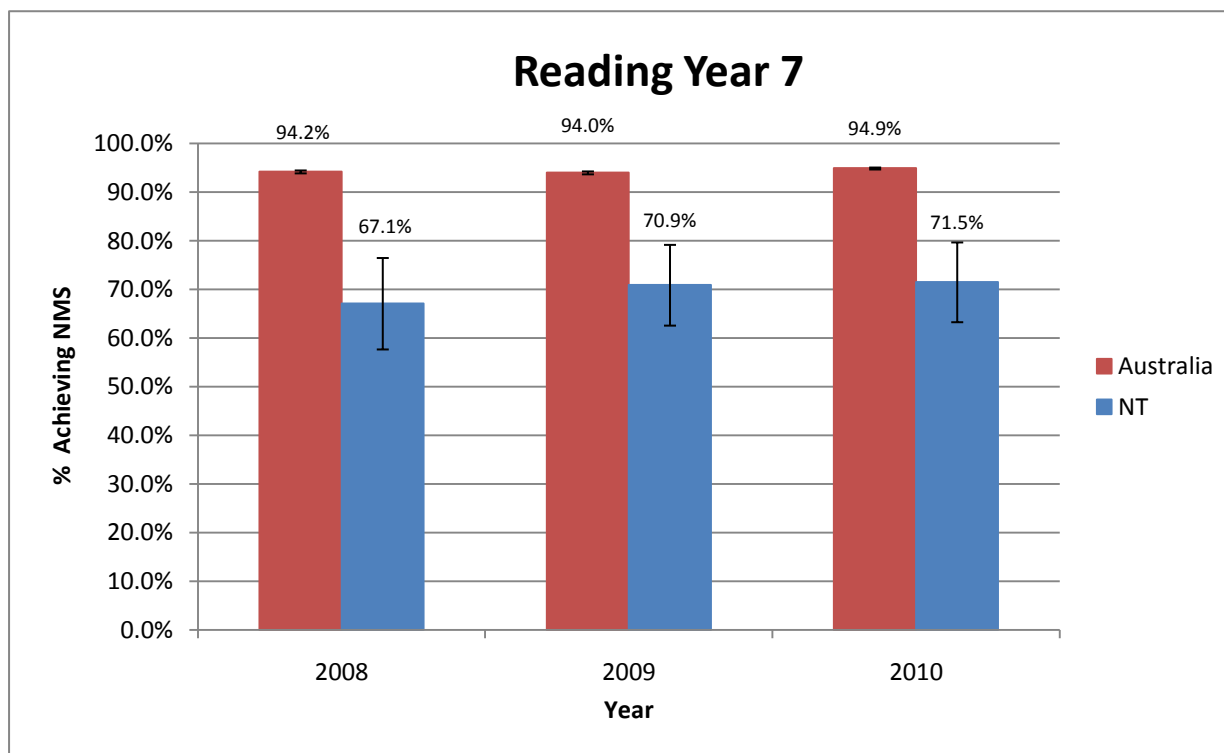
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in 2010. In 2010, there was a 58.1 percentage point gap between non-Indigenous and Indigenous students. There has been no change to the gap between Indigenous and non-Indigenous students since 2009 in the year level and domain.

In 2010, 31.3% of NT Indigenous students achieved NMS compared to 31.0% in 2008, an increase of 0.3 percentage points. In 2010, 89.4% of non-Indigenous students achieved NMS compared to 89.1% in 2008, an increase of 0.3 percentage points.

6. Year 7 Reading

Overall, in 2010 71.5% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 94.9% a difference of -23.4 percentage points. Compared to 2009 this is an increase of 0.6 percentage points of NT students achieving NMS. Between 2008 and 2009 there was an increase of 3.8 percentage points.

Figure 6.1 Percentage of Year 7 Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2010



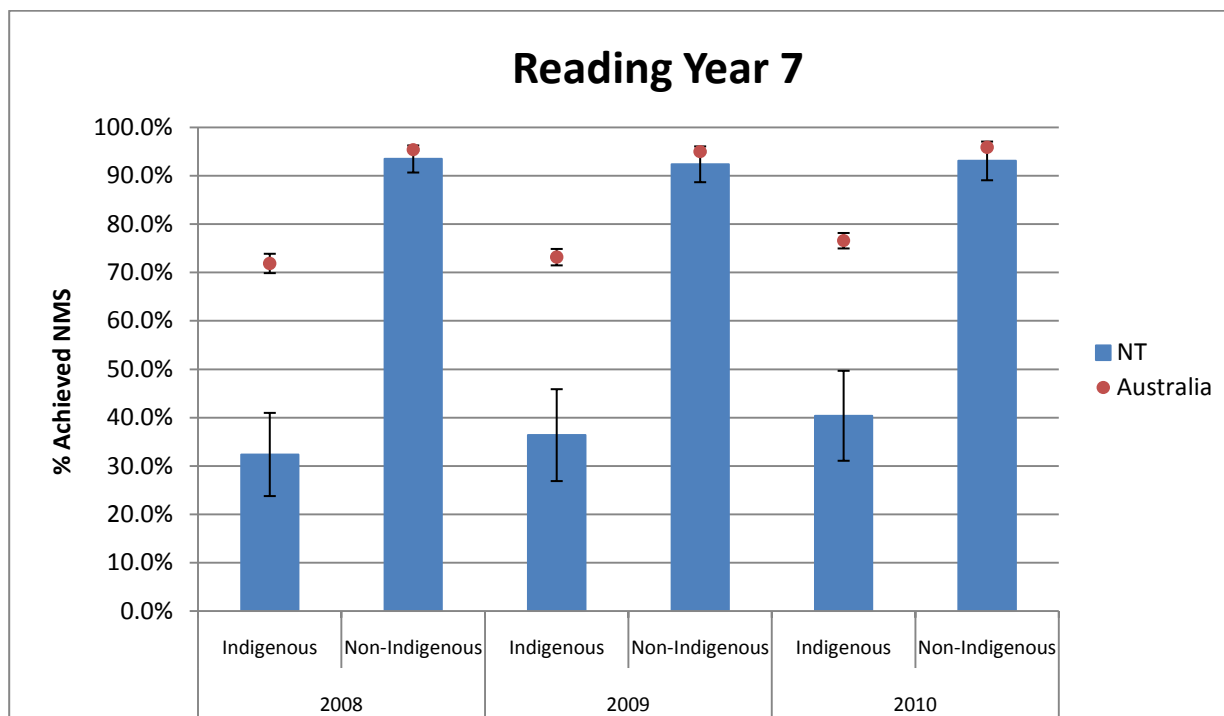
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 6.1 2008 to 2010 Change in Mean Scale Scores Year 7 Reading

	Year	Mean score score	Significance of difference in mean scale scores*
NT	2008	468.4	■
	2010	487.7	
Australia	2008	536.5	▲
	2010	546.0	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 6.2 Percentage of Year 7 Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2010 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 6.2 2008 to 2010 Change in Mean Scale Scores - Year 7 Reading by Indigenous Status

Indigenous Status	Year	Mean scale score	Significance of difference in mean scale scores*
Indigenous	2008	386.1	▲
	2010	412.4	
Non-Indigenous	2008	531.0	■
	2010	539.2	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 40.4% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 76.6%, a difference of -36.2 percentage points. 93.1% of NT non-Indigenous students achieved NMS compared to the Australian average of 95.9% a difference of -2.8 percentage points.

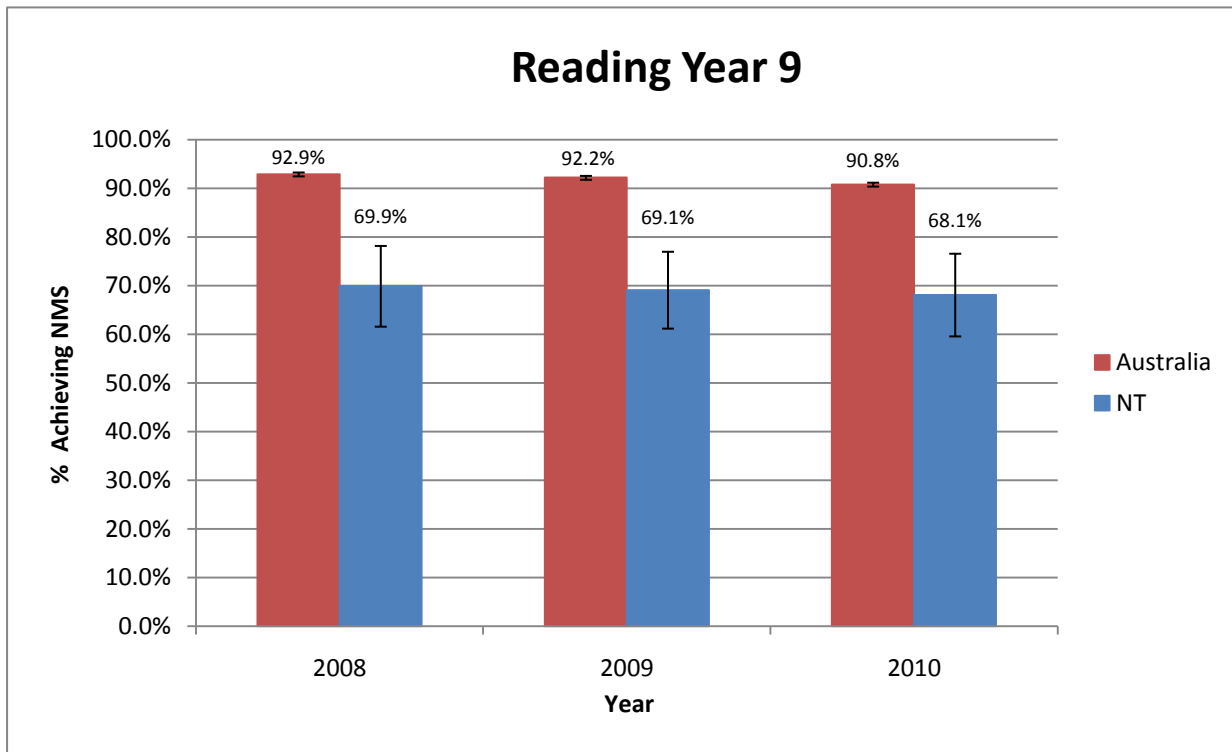
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in 2008, 2009 and 2010. In 2010, there was a 52.7 percentage point gap between non-Indigenous students and Indigenous students. However, this gap has decreased by 8.4 percentage points since 2008.

In 2010, 40.4% of NT Indigenous students achieved NMS compared to 36.4% in 2009, an increase of 4.0 percentage points. In 2010, 93.1% of non-Indigenous students achieved NMS compared to 92.4% in 2009, an increase of 0.7 percentage points.

7. Year 9 Reading

Overall, in 2010 68.1% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 90.8% a difference of -22.7 percentage points. Compared to 2009 this is a decrease of 1.0 percentage points of NT students achieving NMS. Between 2008 and 2009 there was a decrease of 0.8 percentage points.

Figure 7.1 Percentage of Year 9 Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2010



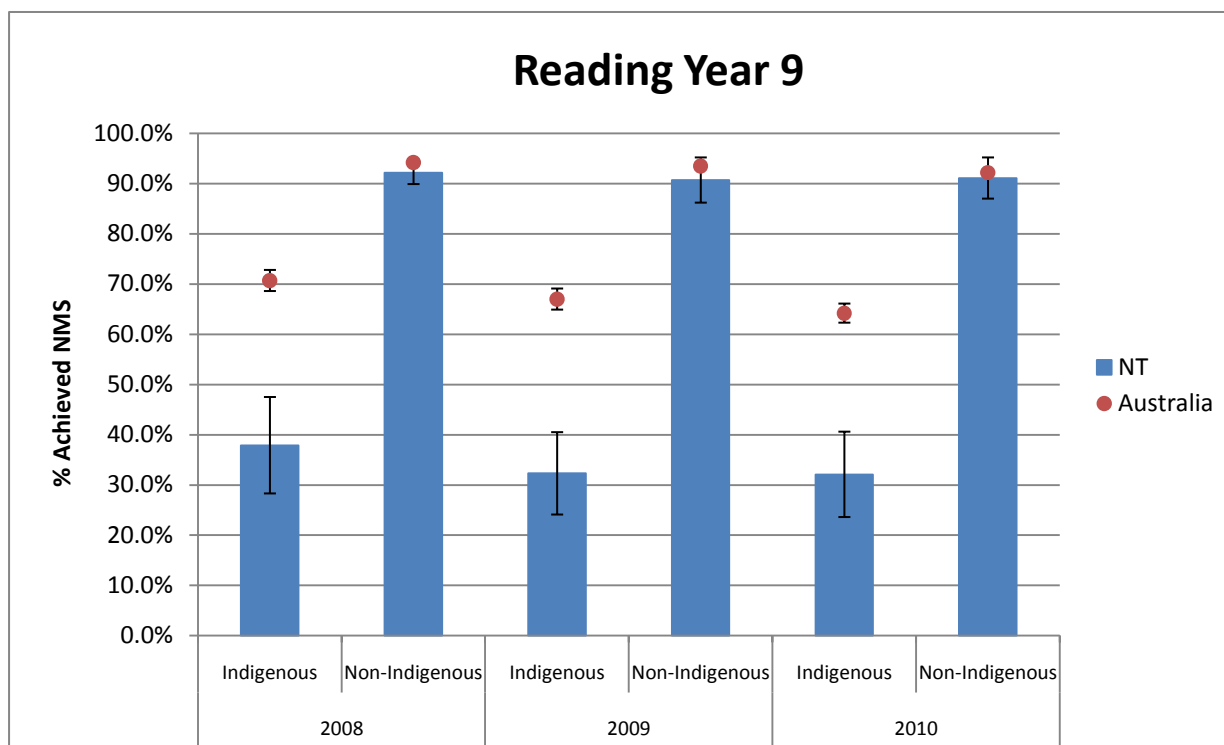
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 7.1 2008 to 2010 Change in Mean Scale Scores - Year 9 Reading

	Year	Mean Scale Score	Significance of difference in mean scale scores*
NT	2008	524.2	■
	2010	523.6	
Australia	2008	578.0	■
	2010	573.7	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 7.2 Percentage of Year 9 Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2010 by Indigenous status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 7.2 2008 to 2010 Change in Mean Scale Scores - Year 9 Reading by Indigenous Status

Indigenous Status	Year	Mean scale score	Significance of difference in mean scale scores*
Indigenous	2008	446.5	Significant (Orange square)
	2010	445.1	
Non-Indigenous	2008	578.1	Significant (Orange square)
	2010	572.7	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 32.1% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 64.2%, a difference of -32.1 percentage points. 91.1% of NT non-Indigenous students achieved NMS compared to the Australian average of 92.2% a difference of -1.1 percentage points.

In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in 2008, 2009 and 2010. In 2009, there was a 58.4 percentage point gap between non-Indigenous students and Indigenous students. In 2010, this gap has increased slightly to 59.0 percentage points.

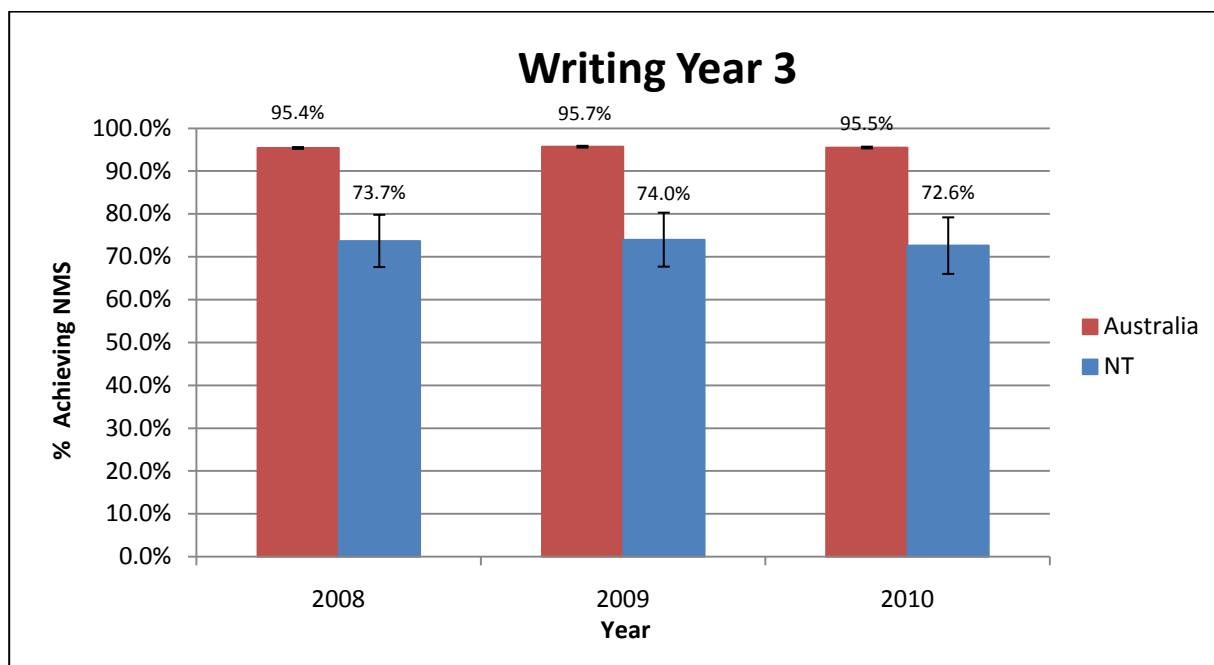
In 2010, 32.1% of NT Indigenous students achieved NMS compared to 32.3% in 2009, a decrease of 0.2 percentage points. In 2010, 91.1% of NT non-Indigenous students achieved NMS compared to 90.7% in 2009, an increase of 0.4 percentage points.

Writing Achievement

8. Year 3 Writing

Overall, in 2010 72.6% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 95.5%, a difference of -22.9 percentage points. Compared to 2009 this is a decrease of 1.4 percentage points of NT students achieving NMS. Between 2008 and 2009 there was an increase of 0.3 percentage points.

Figure 8.1 Percentage of Year 3 Students Achieving National Minimum Standard (NMS) in Writing 2008 - 2010



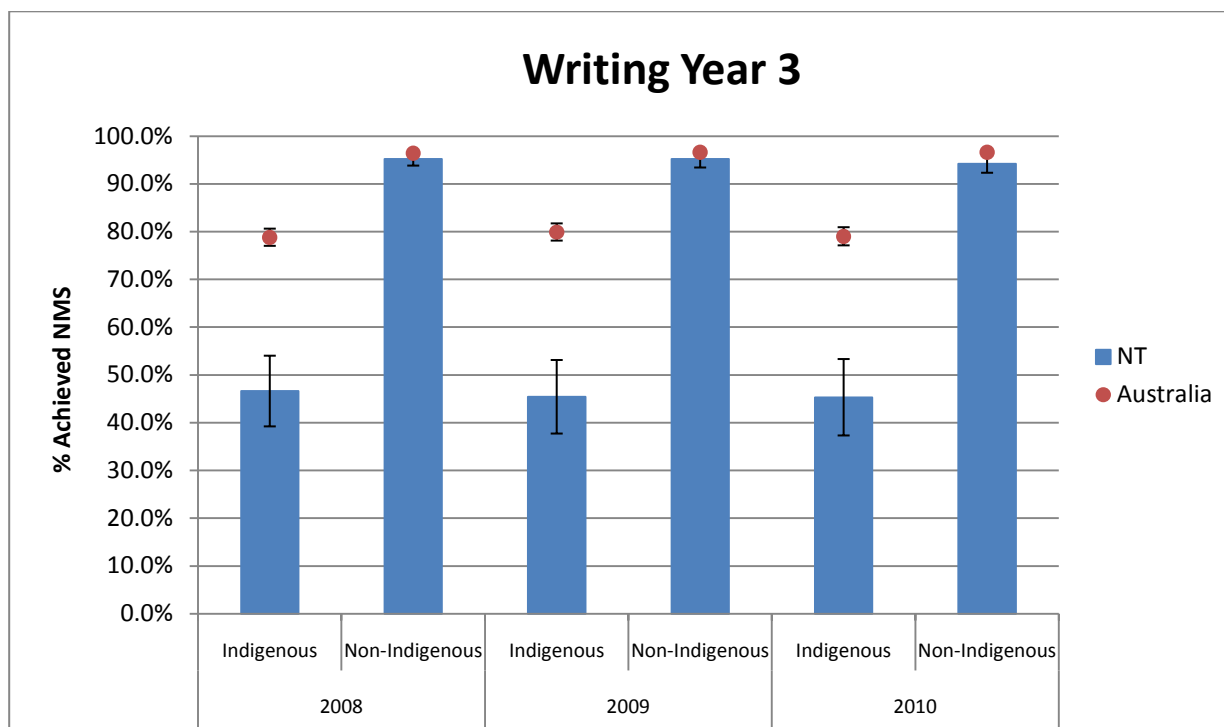
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 8.1 2008 to 2010 Change in Mean Scale Scores - Year 3 Students Writing

	Year	Mean Scale Score	Significance of difference in mean scale scores*
NT	2008	337.4	■
	2010	330.7	
Australia	2008	414.2	▲
	2010	418.6	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 8.2 Percentage of Year 3 Students Achieving National Minimum Standard (NMS) in Writing 2008 - 2010 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 8.2 2008 to 2010 Change in Mean Scale Scores - Year 3 Students Achieving Writing by Indigenous Status

Indigenous Status	Year	Mean Scale Score	Significance of difference in mean scale scores*
Indigenous	2008	258.2	Significant (Orange square)
	2010	252.9	
Non-Indigenous	2008	398.3	Significant (Orange square)
	2010	391.1	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 45.3% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 79.0%, a difference of -33.7 percentage points. 94.2% of NT non-Indigenous students achieved NMS compared to the Australian average of 96.6%, a difference of -2.4 percentage points.

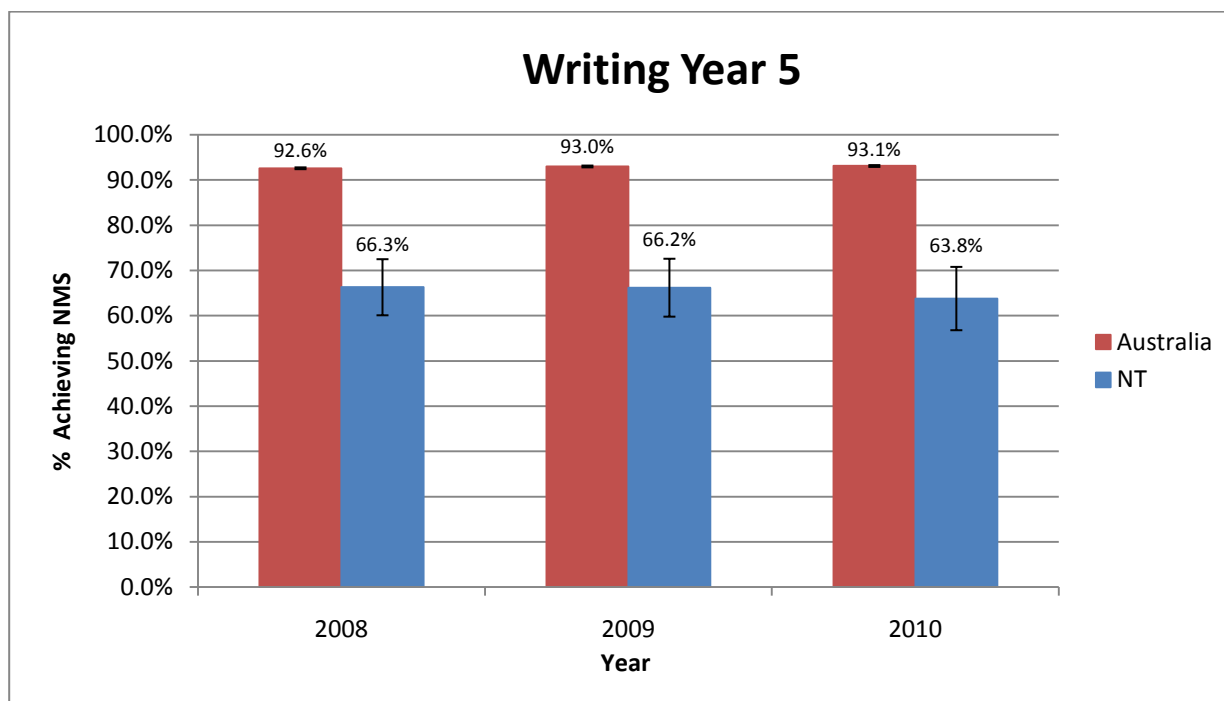
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in 2008, 2009 and 2010. In 2009, there was a 49.8 percentage point gap between non-Indigenous students and Indigenous students. In 2010, this gap had decreased slightly to 48.9%.

In 2010, 45.3% of NT Indigenous students achieved NMS compared to 45.4% in 2009, a decrease of 0.1 percentage points. In 2010, 94.2% of NT non-Indigenous students achieved NMS compared to 95.2% in 2009, a decrease of 1.0 percentage points.

9. Year 5 Writing

Overall, in 2010 63.8% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 93.1%, a difference of -29.3 percentage points. Compared to 2008 this is a decrease of 2.4 percentage points of NT students achieving NMS. Between 2008 and 2009 there was a decrease of 0.1 percentage points.

Figure 9.1 Percentage of Year 5 Students Achieving National Minimum Standard (NMS) in Writing 2008 – 2010



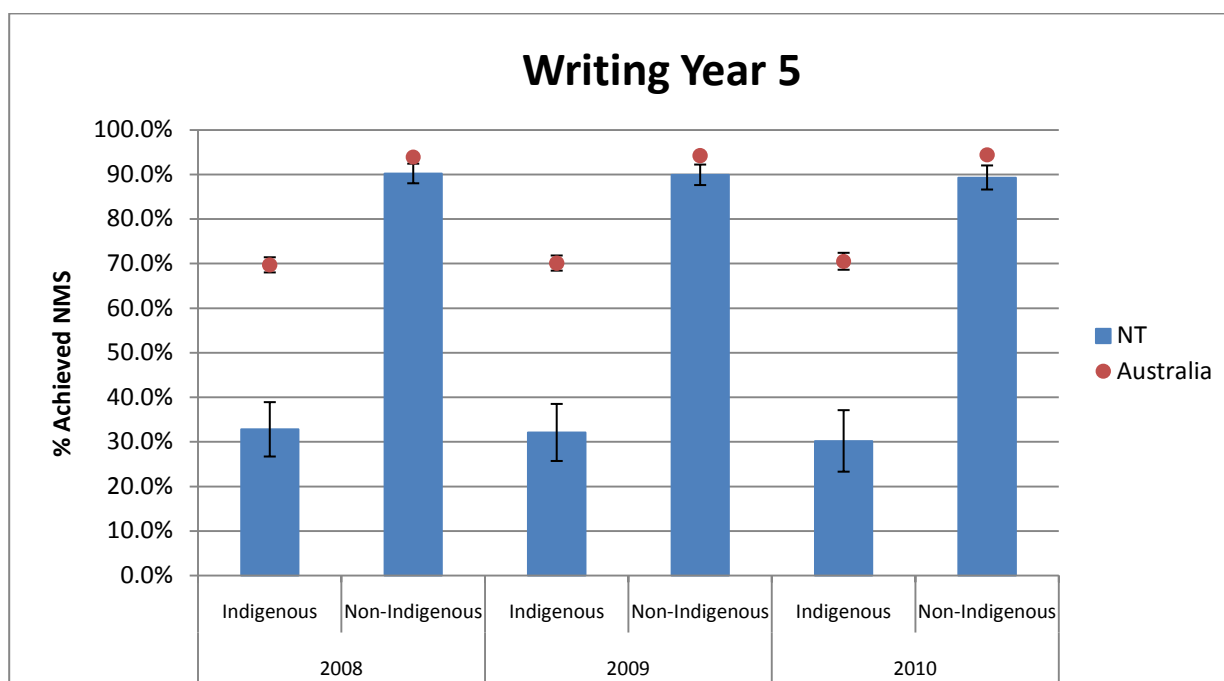
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 9.1 2008 to 2010 Change in Mean Scale Scores - Year 5 Writing

	Year	Mean Scale Score	Significance of difference in mean scale scores*
NT	2008	410.9	■
	2010	399.8	
Australia	2008	486.5	■
	2010	485.2	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 9.2 Percentage of Year 5 Students Achieving National Minimum Standard (NMS) in Writing 2008 – 2010 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 9.2 2008 to 2010 Change in Mean Scale Scores - Year 5 Writing by Indigenous Status

Indigenous Status	Year	Mean Scale Score	Significance of difference in mean scale scores*
Indigenous	2008	325.4	■
	2010	313.6	
Non-Indigenous	2008	471.2	■
	2010	463.9	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 30.2% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian Indigenous average of 70.5%, a difference of -40.3 percentage points. 89.3% of NT non-Indigenous students achieved NMS compared to the Australian average of 94.4%, a difference of -5.1 percentage points.

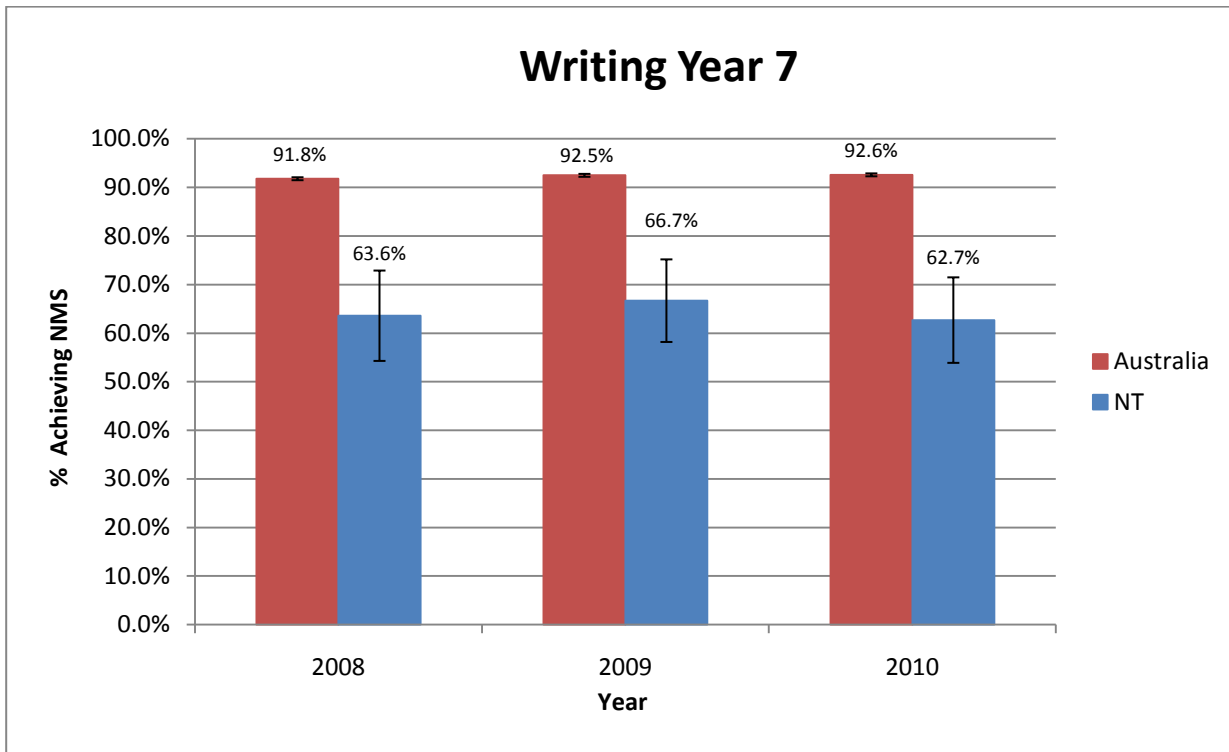
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in 2008, 2009 and 2010. In 2009, there was a 57.8 percentage point gap between non-Indigenous students and Indigenous students. In 2010, this gap had increased slightly to 59.1%.

In 2010, 30.2% of NT Indigenous students achieved NMS compared to 32.1% in 2009, a decrease of 1.9 percentage points. In 2010, 89.3% of NT non-Indigenous students achieved NMS compared to 89.9% in 2009, a decrease of 0.6 percentage points.

10. Year 7 Writing

Overall, in 2010 62.7% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 92.6%, a difference of -29.9 percentage points. Compared to 2009 this is a decrease of 4.0 percentage points of NT students achieving NMS. Between 2008 and 2009 there was an increase of 3.1 percentage points.

Figure 10.1 Percentage of Year 7 Students Achieving National Minimum Standard (NMS) in Writing 2008 - 2010



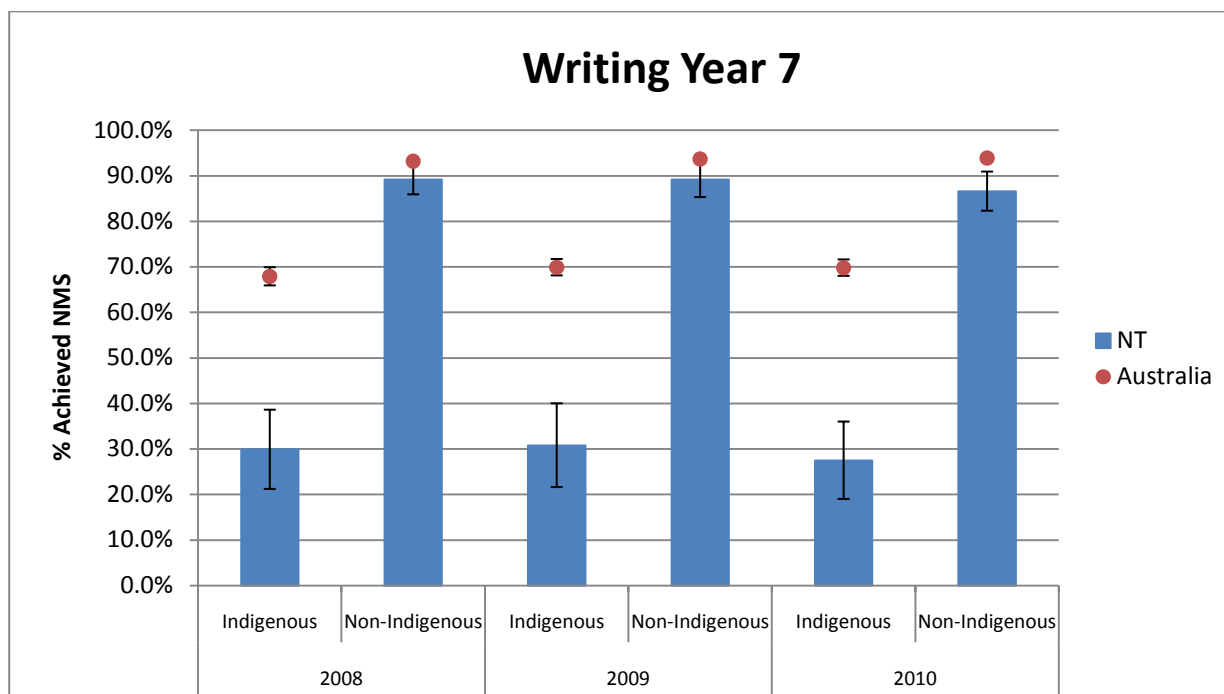
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 10.1 2008 to 2010 Change in Mean Scale Scores - Year 7 Students Writing

	Year	Mean Scale Score	Significance of difference in mean scale scores*
NT	2008	455.0	■
	2010	449.2	
Australia	2008	533.7	■
	2010	533.5	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 10.2 – Percentage of Year 7 Students Achieving National Minimum Standard (NMS) in Writing 2008 - 2010 by Indigenous status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 10.2 2008 to 2010 Change in Mean Scale Scores - Year 7 Writing by Indigenous Status

Indigenous Status	Year	Mean Scale Score	Significance of difference in mean scale scores*
Indigenous	2008	362.2	Significant (Orange square)
	2010	356.4	
Non-Indigenous	2008	526.1	Significant (Orange square)
	2010	511.9	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 27.5% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 69.8%, a difference of -42.3 percentage points. 86.6% of NT non-Indigenous students achieved NMS compared to the Australian average of 93.9%, a difference of -7.3 percentage points.

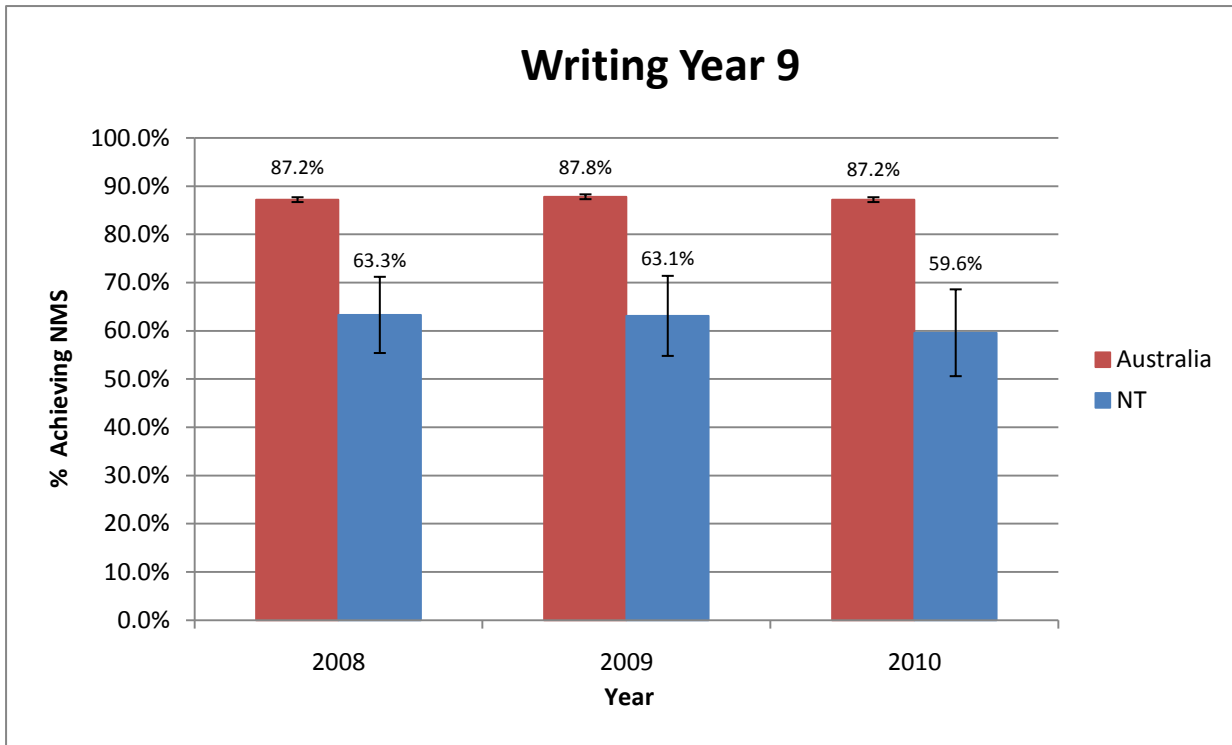
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous student in 2008, 2009 and 2010. In 2010, there was a 59.1 percentage points gap between non-Indigenous students and Indigenous students, slightly higher than the gap in 2009 of 58.4%.

In 2010, 27.5% of NT Indigenous students achieved NMS compared to 30.8% in 2009, a decrease of 3.3 percentage points. In 2010, 86.6% of NT non-Indigenous students achieved NMS compared to 89.2% in 2009, a decrease of 2.6 percentage points.

11. Year 9 Writing

Overall, in 2010 59.6% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 87.2%, a difference of -27.6 percentage points. Compared to 2009 this is a decrease of 3.5 percentage points of NT students achieving NMS. Between 2008 and 2009 there was a 0.2 percentage point decrease in the proportion of NT students achieving NMS.

Figure 11.1 Percentage of Year 9 Students Achieving National Minimum Standard (NMS) in Writing 2008 - 2010



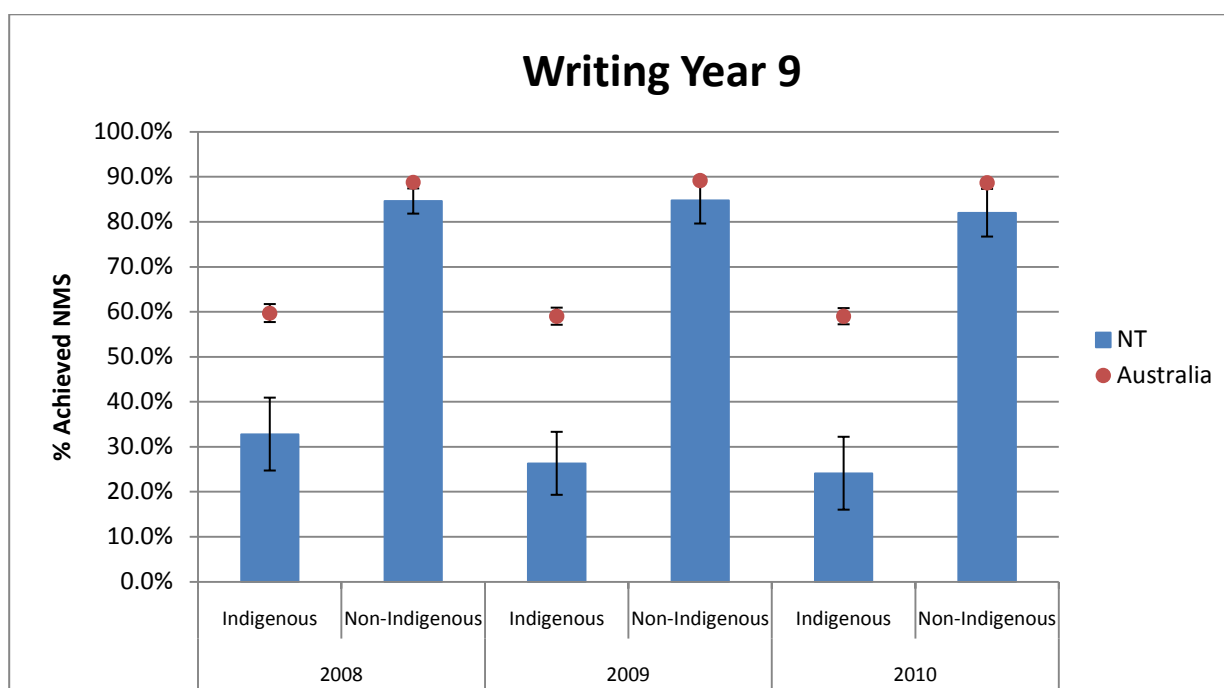
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 11.1 2008 to 2010 Change in Mean Scale Scores - Year 9 Students Writing

	Year	Mean Scale Score	Significance of difference in mean scale scores*
NT	2008	506.9	■
	2010	489.4	
Australia	2008	569.4	■
	2010	567.7	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 11.2 Percentage of Year 9 Students Achieving National Minimum Standard (NMS) in Writing 2008 – 2010 by Indigenous status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 11.2 2008 to 2010 Change in Mean Scale Scores - Year 9 Writing by Indigenous Status

Indigenous Status	Year	Mean Scale Score	Significance of difference in mean scale scores*
Indigenous	2008	417.0	[Orange square]
	2010	386.9	
Non-Indigenous	2008	569.2	[Orange square]
	2010	553.2	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 24.1% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian Indigenous average of 59.0%, a difference of -34.9 percentage points. 82.0% of NT non-Indigenous students achieved NMS compared to the Australian average of 88.7%, a difference of -6.7 percentage points.

In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in 2008, 2009 and 2010. In 2009, there was a -58.5 percentage point gap between non-Indigenous students and Indigenous students. In 2010, this had decreased slightly to 58.5%

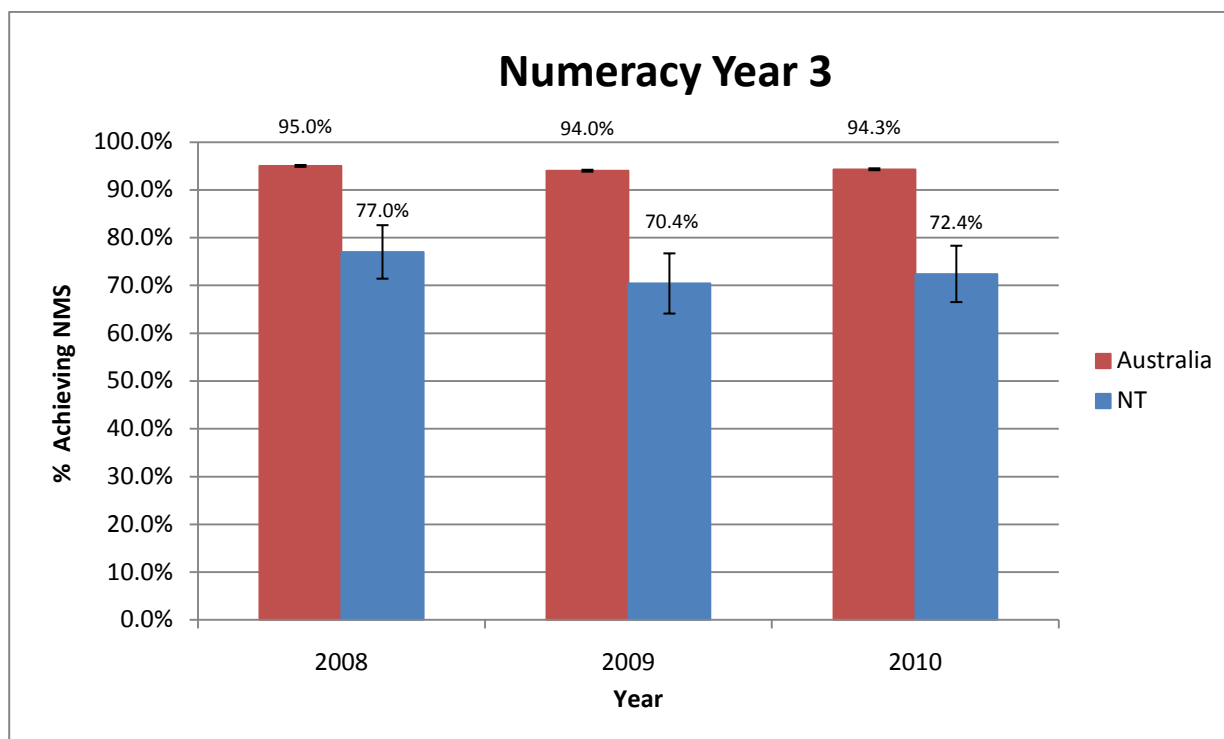
In 2010, 24.1% of NT Indigenous students achieved NMS compared to 26.3% in 2009, a difference of -2.2 percentage points. In 2010, 82.0% of non-Indigenous students achieved NMS compared to 84.8% in 2008, a decrease of 2.8 percentage points.

Numeracy Achievement

12. Year 3 Numeracy

Overall, in 2010 72.4% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 94.3%, a difference of -21.9 percentage points. Compared to 2009 this is an increase of 2.0 percentage points of NT students achieving NMS. Between 2008 and 2009 there was a decrease of 6.6 percentage points in the proportion of NT students achieving NMS.

Figure 12.1 Percentage of Year 3 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2010



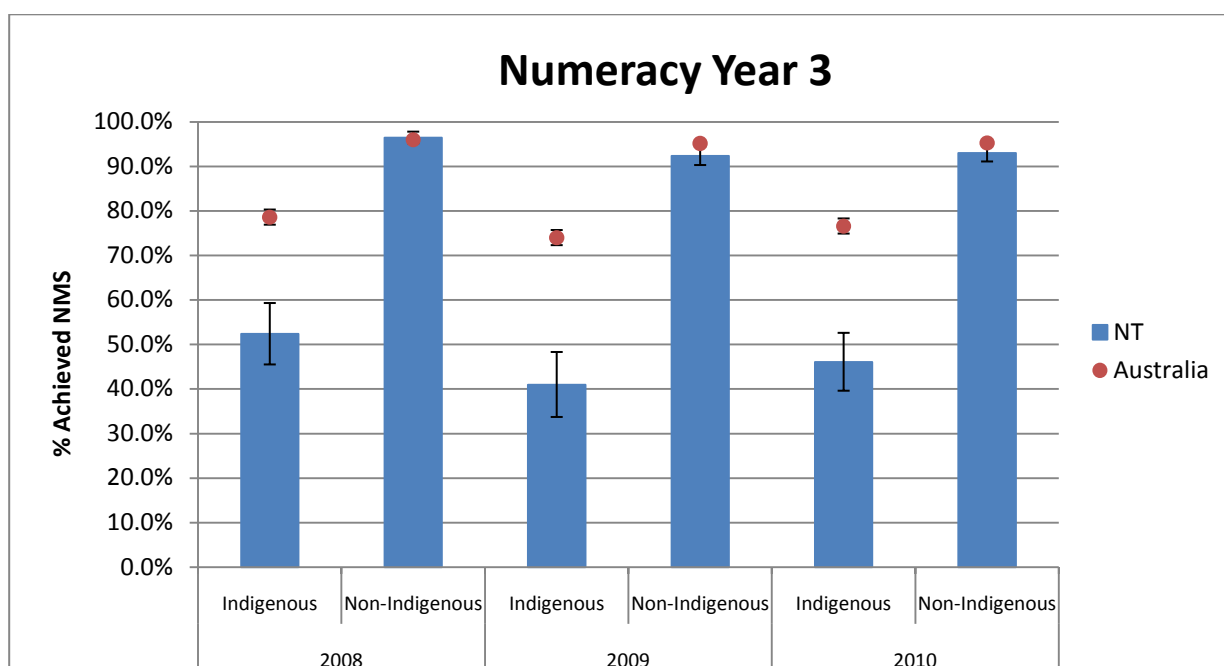
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 12.1 2008 to 2010 Change in Mean Scale Scores - Year 3 Students Numeracy

	Year	Mean Scale Score	Significance of difference in mean scale scores*
NT	2008	338.4	■
	2010	329.4	
Australia	2008	396.9	■
	2010	395.4	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 12.2 Percentage of Year 3 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2010 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 12.2 2008 to 2010 Change in Mean Scale Scores - Year 3 Students Numeracy by Indigenous Status

Indigenous Status	Year	Mean Scale Score	Significance of difference in mean scale scores*
Indigenous	2008	275.0	■
	2010	266.0	
Non-Indigenous	2008	386.9	■
	2010	377.0	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 46.1% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 76.6%, a difference of -30.5 percentage points. 93.0% of NT non-Indigenous students achieved NMS compared to the Australian average of 95.3%, a difference of -2.3 percentage points.

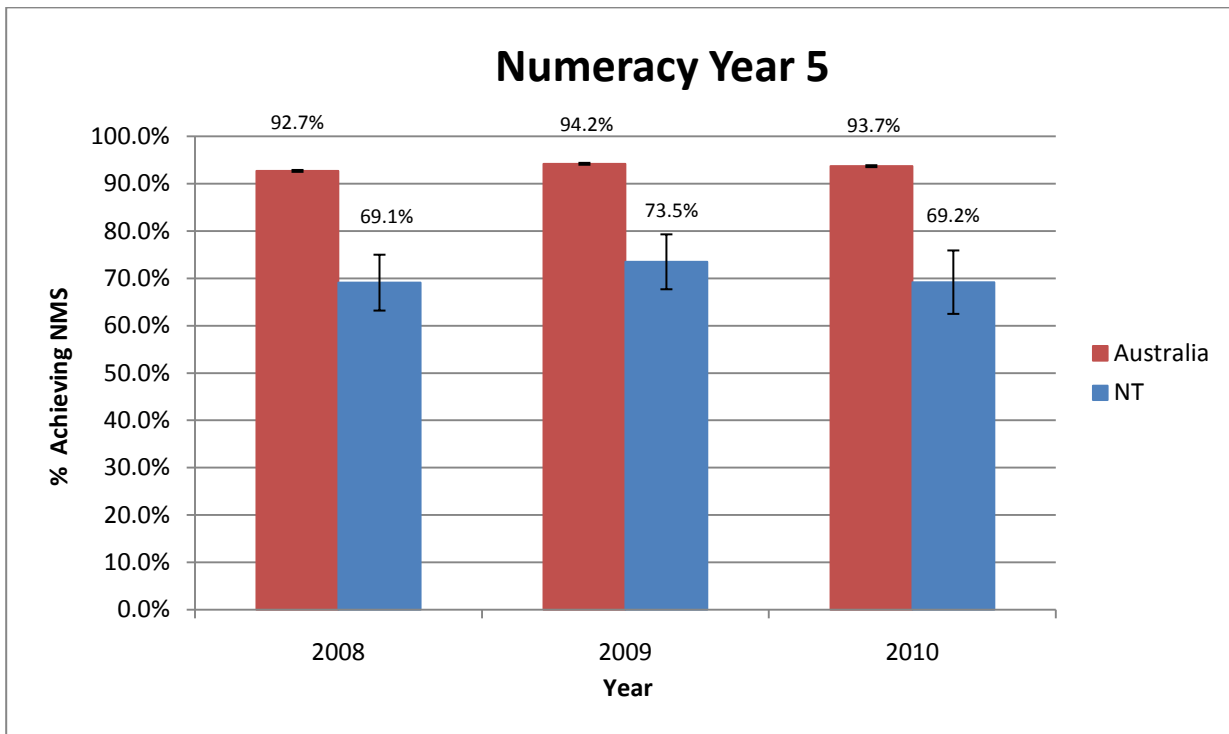
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in 2008, 2009 and 2010. In 2009, there was a 51.4 percentage point gap between non-Indigenous students and Indigenous students. In 2010, this gap had decreased to 46.9%.

In 2010, 46.1% of NT Indigenous students achieved NMS compared to 41.0 % in 2009, an increase of 5.1 percentage points. In 2010, 93.0% of non-Indigenous students achieved NMS compared to 92.4% in 2009, an increase of 0.6 percentage points.

13. Year 5 Numeracy

Overall, in 2010 69.2% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 93.7%, a difference of -24.5 percentage points. Compared to 2009 this is a decrease of 4.3 percentage points of NT students achieving NMS. Between 2008 and 2009 there was an increase of 4.4 percentage points in the proportion of NT students achieving NMS.

Figure 13.1 Percentage of Year 5 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2010



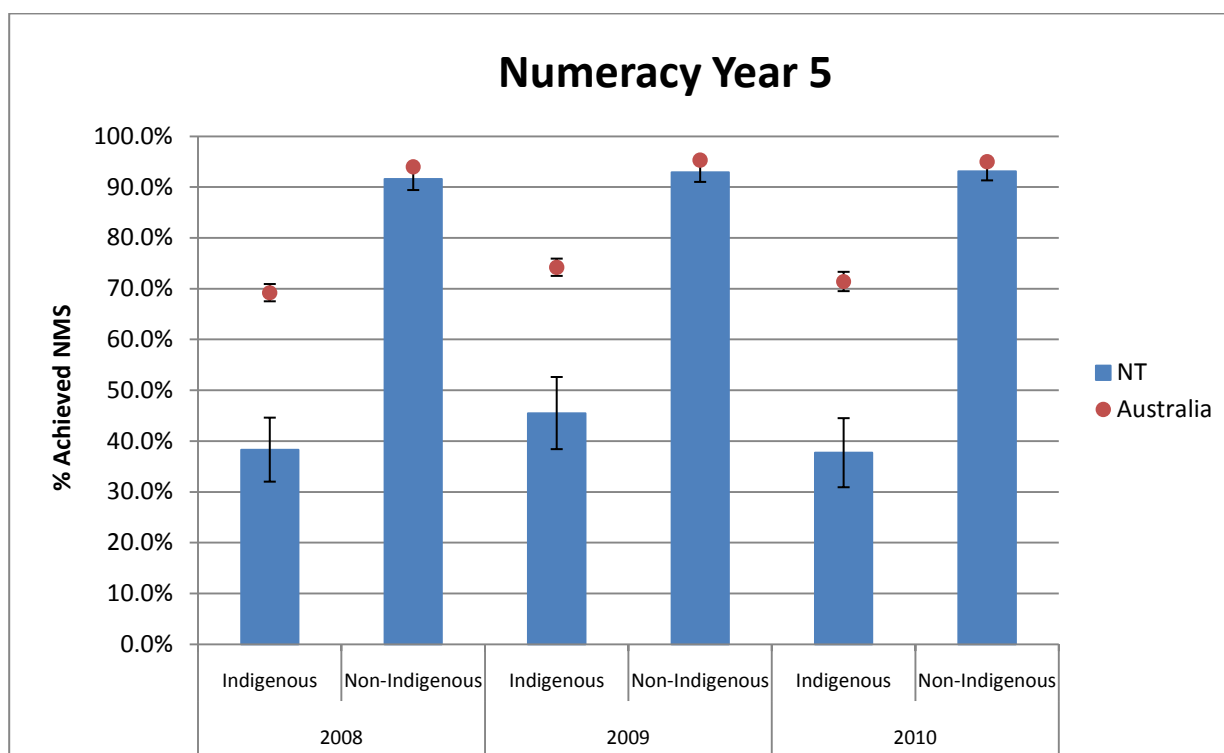
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 13.1 2008 to 2010 Change in Mean Scale Scores - Year 5 Students Numeracy

	Year	Mean Scale Score	Significance of difference in mean scale scores*
NT	2008	416.3	■
	2010	421.5	
Australia	2008	475.9	▲
	2010	488.8	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 13.2 Percentage of Year 5 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2010 by Indigenous Status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 13.2 Percentage of NT Year 5 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2010 by Indigenous Status

Indigenous Status	Year	Mean Scale Score	Significance of difference in mean scale scores*
Indigenous	2008	355.9	■
	2010	351.6	
Non-Indigenous	2008	459.4	▲
	2010	472.7	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 37.7% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 71.4%, a difference of -33.7 percentage points. In 2010, 93.1% of NT non-Indigenous students achieved NMS compared to the Australian average of 95.0%, a difference of -1.9 percentage points.

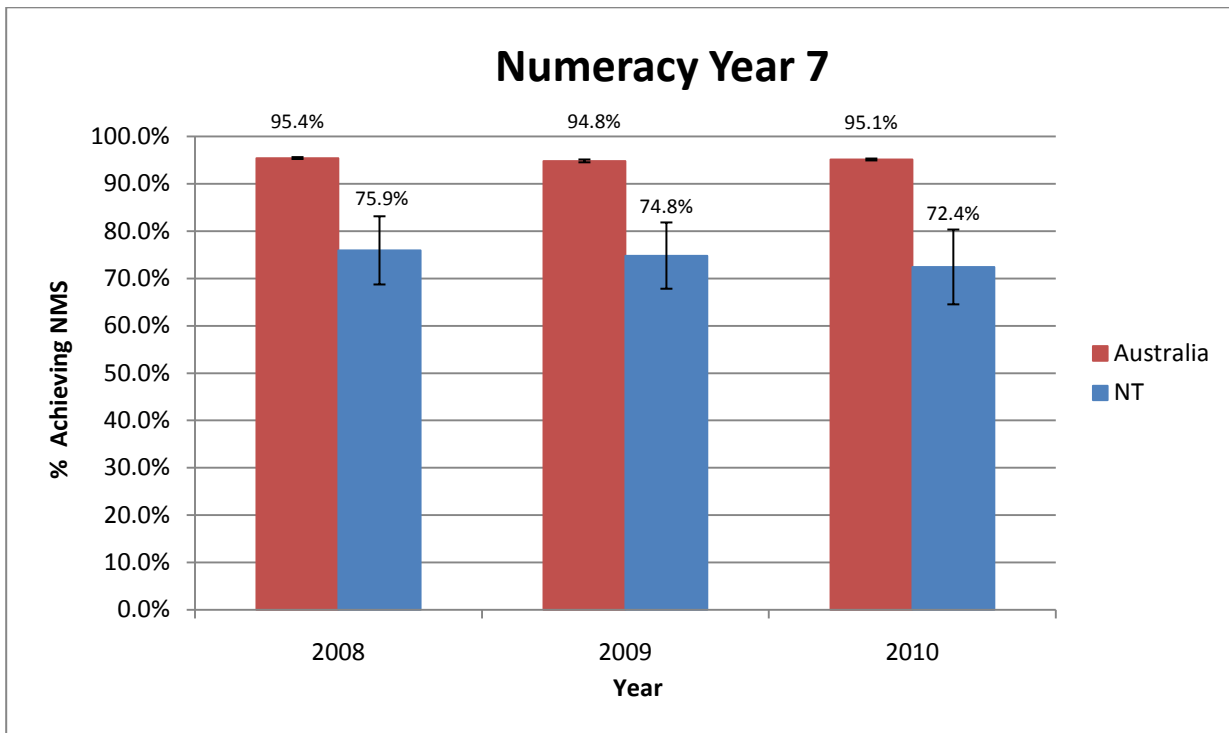
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in 2008, 2009 and 2010. In 2010, there was a 55.4 percentage point gap between non-Indigenous students and Indigenous students.

In 2010, 37.7% of NT Indigenous students achieved NMS compared to 45.5% in 2009, a decrease of 7.8 percentage points. In 2010, 93.1% of non-Indigenous students achieved NMS compared to 92.9% in 2009, a 0.2 percentage points increase.

14. Year 7 Numeracy

Overall, in 2010 72.4% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 95.1%, a difference of -22.7 percentage points. Compared to 2009 this is a decrease of 2.4 percentage points of NT students achieving NMS. Between 2008 and 2009 there was a decrease of 1.1 percentage points in the proportion of NT students achieving NMS.

Figure 14.1 Percentage of Year 7 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2010



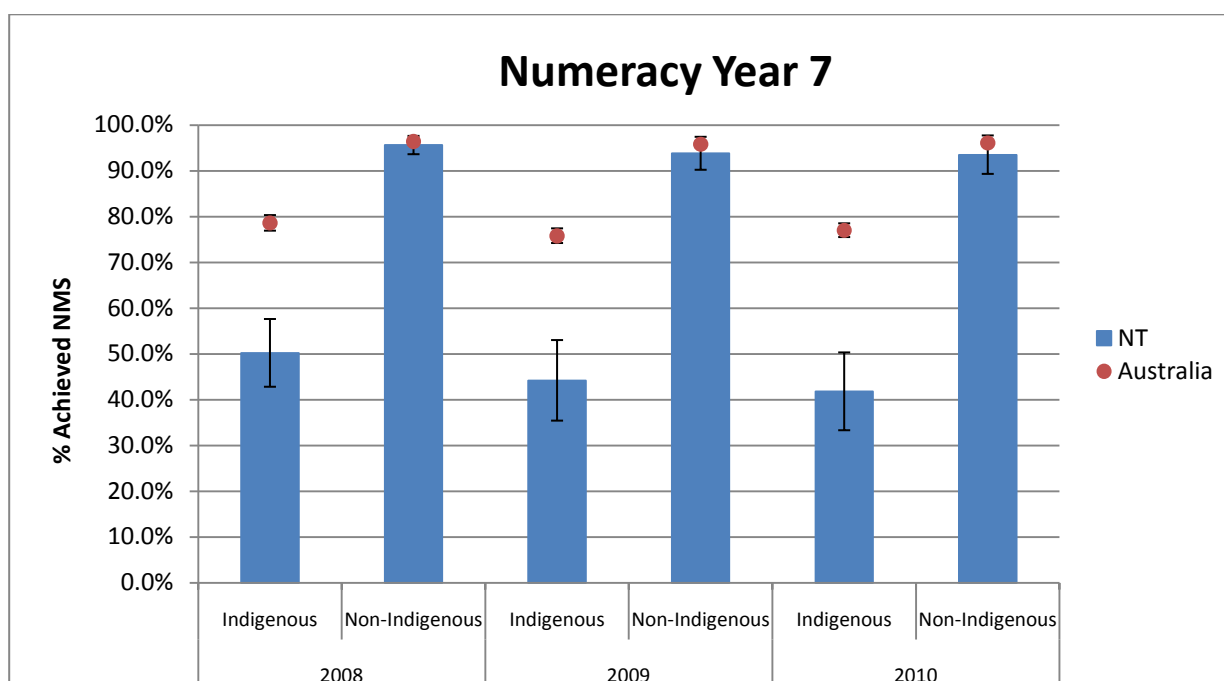
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 14.1 2008 to 2010 Change in Mean Scale Scores - Year 7 Numeracy

	Year	Mean Scale Score	Significance of difference in mean scale scores*
NT	2008	488.1	■
	2010	486.6	
Australia	2008	545.0	■
	2010	547.8	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 14.2 Percentage of Year 7 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2010 by Indigenous status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 14.2 2008 to 2010 Change in Mean Scale Scores - Year 7 Numeracy by Indigenous Status

Indigenous Status	Year	Mean Scale Score	Significance of difference in mean scale scores*
Indigenous	2008	428.3	■
	2010	416.5	
Non-Indigenous	2008	534.2	■
	2010	534.1	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 41.8% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 77.0%, a difference of -35.2 percentage points. In 2010, 93.5% of NT non-Indigenous students achieved NMS compared to the Australian average of 96.1%, a difference of -2.6 percentage points.

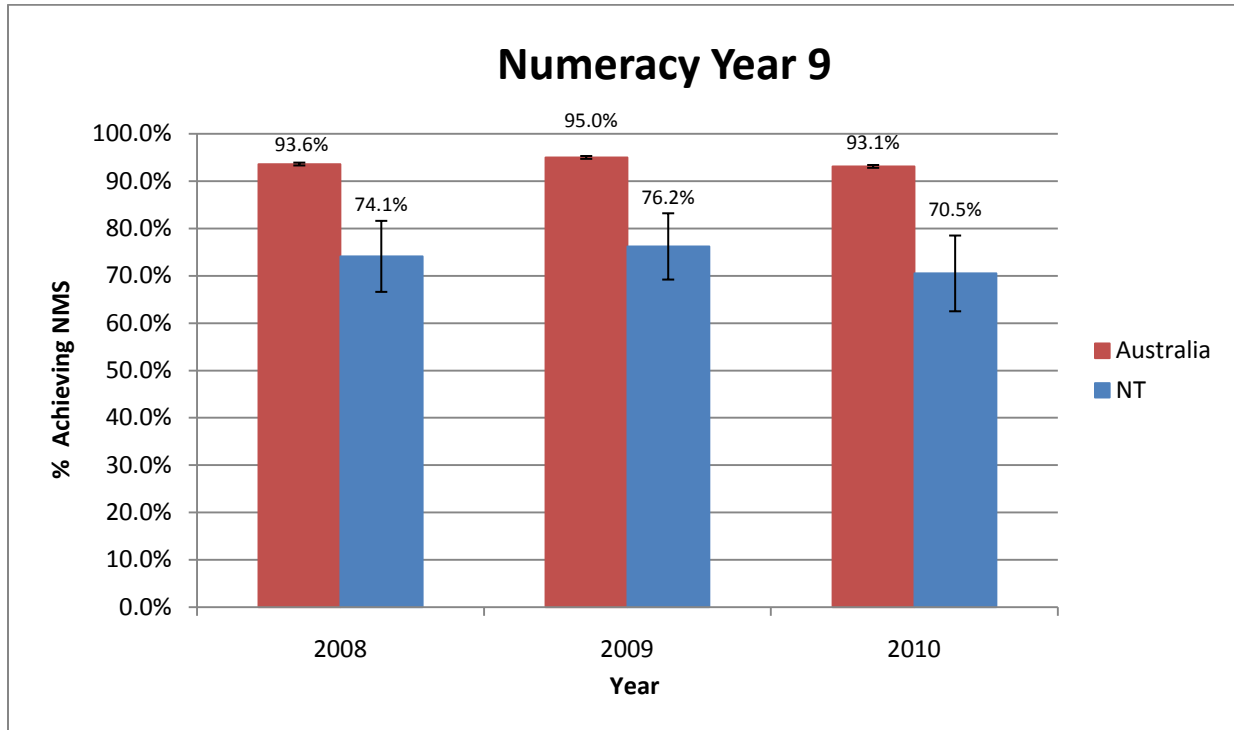
In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in 2008, 2009 and 2010. In 2009, there was a 49.6 percentage point gap between non-Indigenous students and Indigenous students. In 2010, this gap had increased slightly to 51.7%.

In 2010, 41.8% of NT Indigenous students achieved NMS compared to 44.2% in 2009, a decrease of 2.4 percentage points. In 2010, 93.5% of non-Indigenous students achieved NMS compared to 93.8% in 2009, a decrease of 0.3 percentage points.

15. Year 9 Numeracy

Overall, in 2010 70.5% of NT students achieved National Minimum Standard (NMS) compared to the Australian average of 93.1%, a difference of -22.6 percentage points. Compared to 2009 this is a decrease of 5.7 percentage points of NT students achieving NMS. Between 2008 and 2009 there was an increase of 2.1 percentage points.

Figure 15.1 Percentage of Year 9 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2010



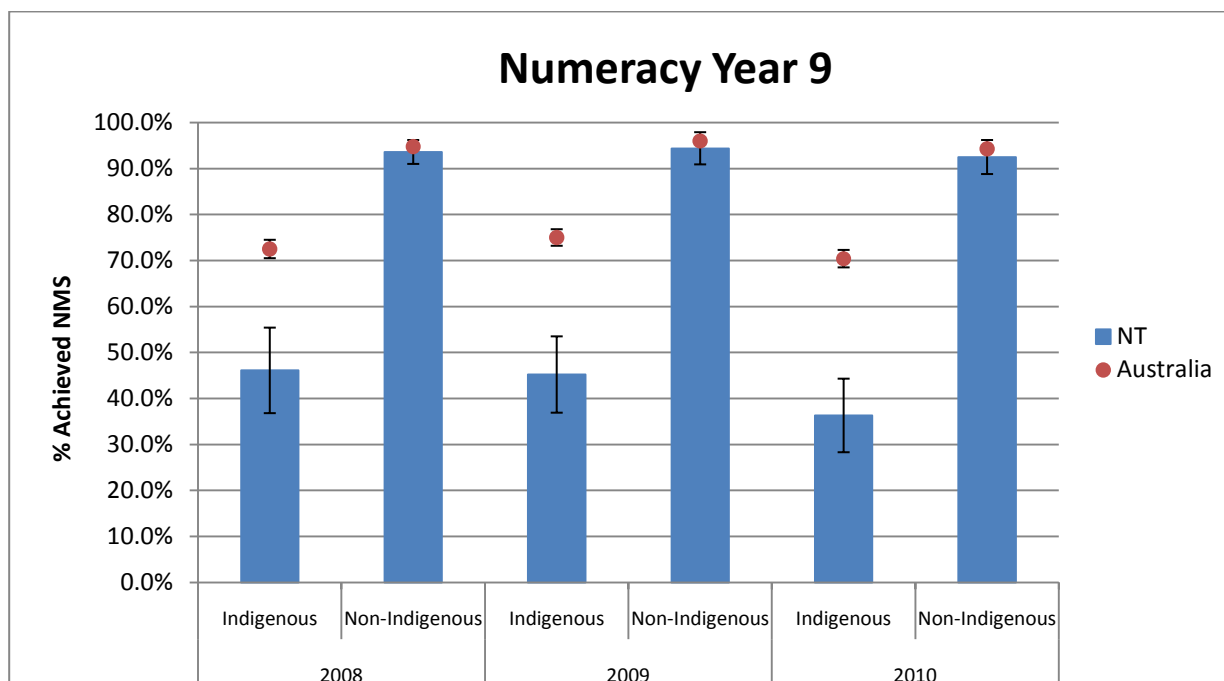
Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 15.1 2008 to 2010 Change in Mean Scale Scores - Year 9 Numeracy

	Year	Mean Scale Score	Significance of difference in mean scale scores*
NT	2008	532.6	■
	2010	529.9	
Australia	2008	582.2	■
	2010	585.1	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Figure 15.2 Percentage of Year 9 Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2010 by Indigenous status



Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Table 15.2 2008 to 2010 Change in Mean Scale Scores - Year 9 Numeracy by Indigenous Status

Indigenous Status	Year	Mean Scale Score	Significance of difference in mean scale scores*
Indigenous	2008	470.5	■
	2010	456.9	
Non-Indigenous	2008	575.4	■
	2010	575.2	

Source: NT DET Strategic Policy & Performance
For explanatory notes see page 10

Summary

In 2010, 36.3% of NT Indigenous students achieved National Minimum Standard (NMS) compared to the Australian average of 70.4%, a difference of -34.1 percentage points. In 2010, 92.5% of NT non-Indigenous students achieved NMS compared to the Australian average of 94.3%, a difference of -1.8 percentage points.

In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in 2008, 2009 and 2010. In 2009, there was a 49.2 percentage point gap between non-Indigenous students and Indigenous students. This gap increased to 56.2% in 2010.

In 2010, 36.3% of NT Indigenous students achieved NMS compared to 45.2% in 2009, a decrease of 8.9 percentage points. In 2010, 92.5% of non-Indigenous students achieved NMS compared to 94.4% in 2009, an decrease of 1.9 percentage points.

2010 Northern Territory Certificate of Education (NTCE)

The NTCE

The Northern Territory Certificate of Education (NTCE) 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. Credits for Vocational Education and Training (VET) may be included in the study pattern.

To qualify for a Northern Territory Certificate of Education, students must record achievement in 22 units and achieve satisfactory results in at least 16 of them.

2010 is the final year of the Northern Territory Certificate of Education. In 2011, students will complete the Northern Territory Certificate of Education and Training (NTCET) which utilises performance standards in assessment and recognises VET at both Stage 1 and Stage 2.

2010 Results Release

Students who completed requirements for the Northern Territory Certificate of Education (NTCE) during 2010 received their results on 15 December 2010. 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.

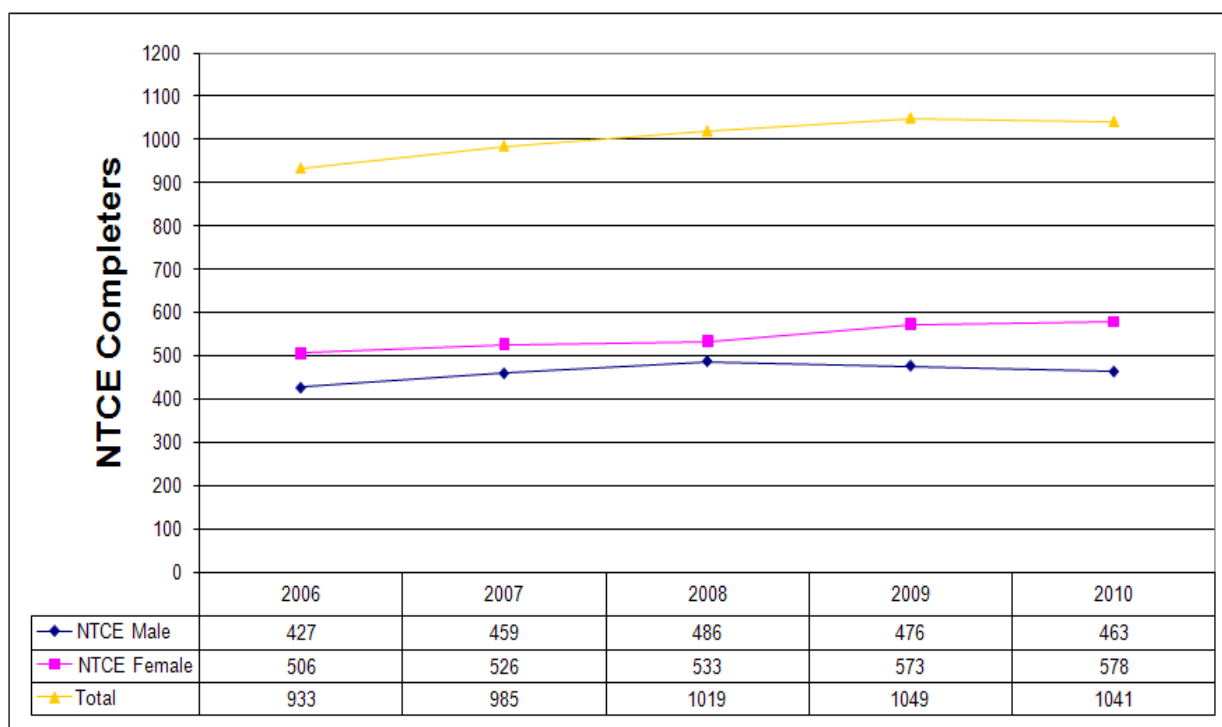
A Results Enquiry Service (RES) was available to Year 12 students and their parents from 15 – 31 December 2010. This service, operating from the Curriculum, Teaching, and Phases of Learning Division, Department of Education and Training, assisted students with interpreting results and provided support to students and parents about future pathways. Students were able to access the service via a free call number. The RES staff received approximately 20 calls.

2010 Northern Territory Certificate of Education (NTCE) Statistics

NTCE Completion by Government and Non-Government Sector

The following graph shows student achievement in the NTCE from 2006 - 2010.

Figure 1 Total Number of NTCEs Issued 2006 - 2010



1753 Northern Territory students studied one or more Stage 2 subjects in 2010. Of these students, 1104 students had the correct enrolment pattern to be eligible to complete their NTCE during 2010.

The Northern Territory Board of Studies (NTBOS) issued 1041 Northern Territory Certificates of Education to students in 2010. The completion rate was 94%, an increase from 93% in 2009.

Of the Stage 2 students who received their certificate in 2010, 578 (56%) were female and 463 (44%) male. This maintains both the Northern Territory and the national trend of more females completing senior secondary schooling than males.

Figure 2 Total Number of NTCEs Issued to Government and Non-Government Students, 2006 - 2010

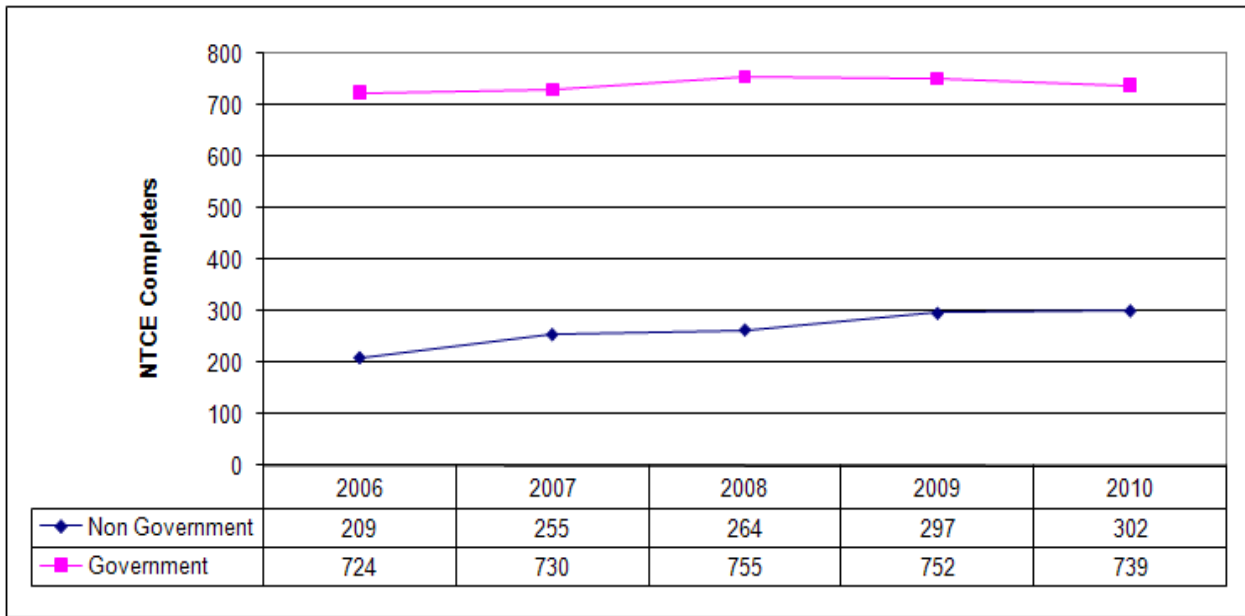
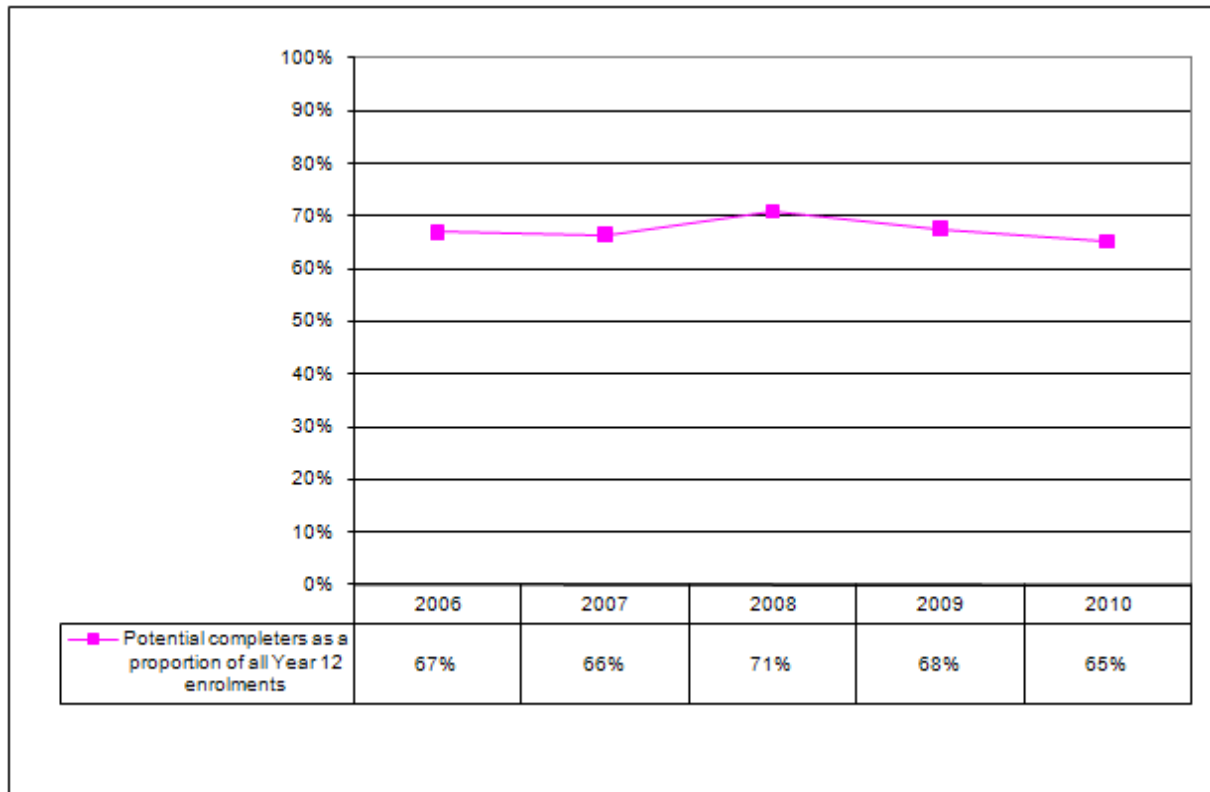


Figure 2 shows that there has been a steady increase in the number of students receiving the NTCE from 2006 to 2010 at government and non-government schools.

Figure 3 Number of Potential NTCE Completers Compared to the Number of Year 12 Enrolments, 2006 - 2010

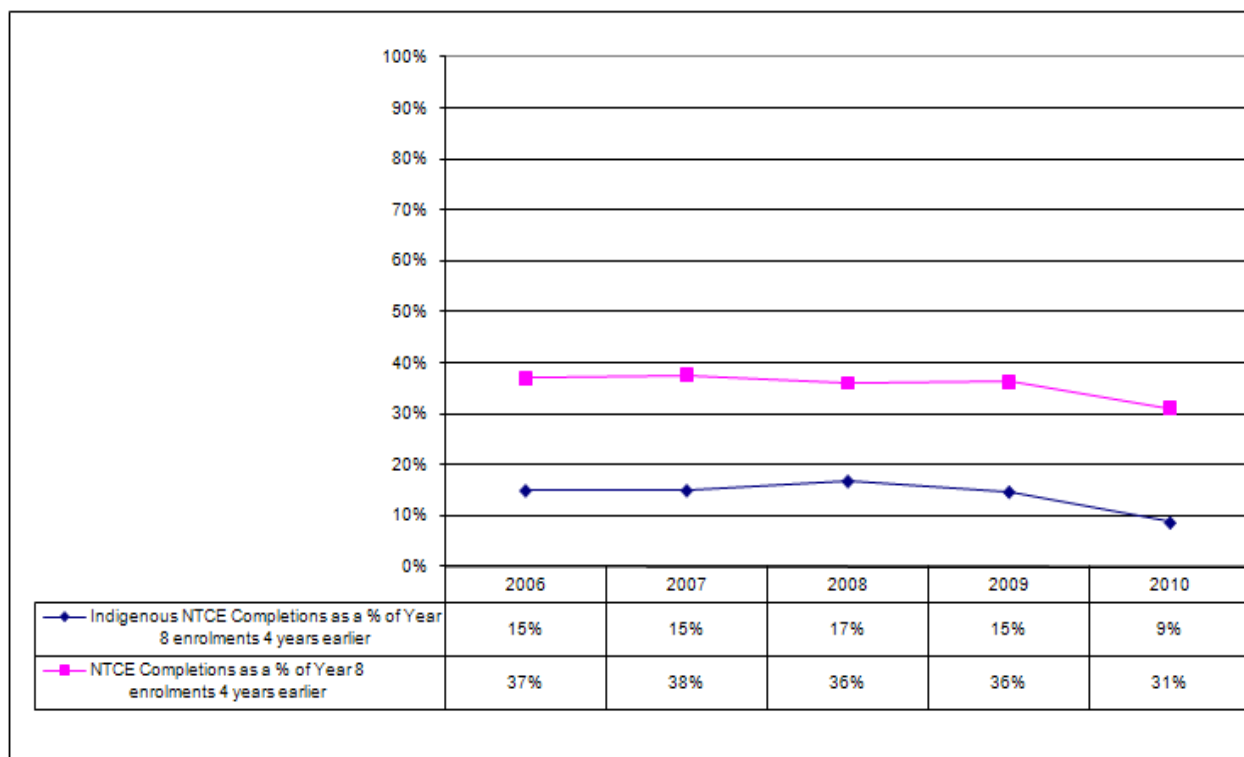


To be a potential completer, students' subject enrolment must allow them to:

- meet the NTCE pattern
- record achievement in 22 units and
- obtain satisfactory achievement in at least 16 of them.

Figure 3 shows that approximately 70% of students who start the year enrolled in Year 12 become potential completers. However, many students do not reach Year 12 as indicated by Figure 4.

Figure 4 Number of NTCE Completions Compared to the Number of Year 8 Students Four Years Earlier, 2006 - 2010



Note: The DET Strategic Policy and Performance Division have revised some of their Age Grade Census figures from 2006 to 2009 and therefore some of the percentages in this graph may have changed from previously published.

Figure 4 shows that less than 20% of Indigenous Year 8 students go on to complete their NTCE four years later and less than 40% of all Year 8 students go on to complete their NTCE 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 1041 students receiving their NTCE, 139 (13%) identified as Indigenous with a completion rate of 100% compared to a completion rate of 91% for non-Indigenous.

The 139 students comprised 70 females and 69 males. Thirty-two Indigenous students achieved their NTCE studying in their own community in 2010: Maningrida School (5), Ramingining School (1), Shepherdson College (3) and Yirrkala School (1). Twenty-two students who were located in a remote location completed their NTCE at NT Open Education Centre. There were a total of 20 in 2009.

The top Indigenous NTCE student was from Darwin High School.

Figure 5 Total Number of NTCEs Issued by Indigenous Status, 2006 - 2010

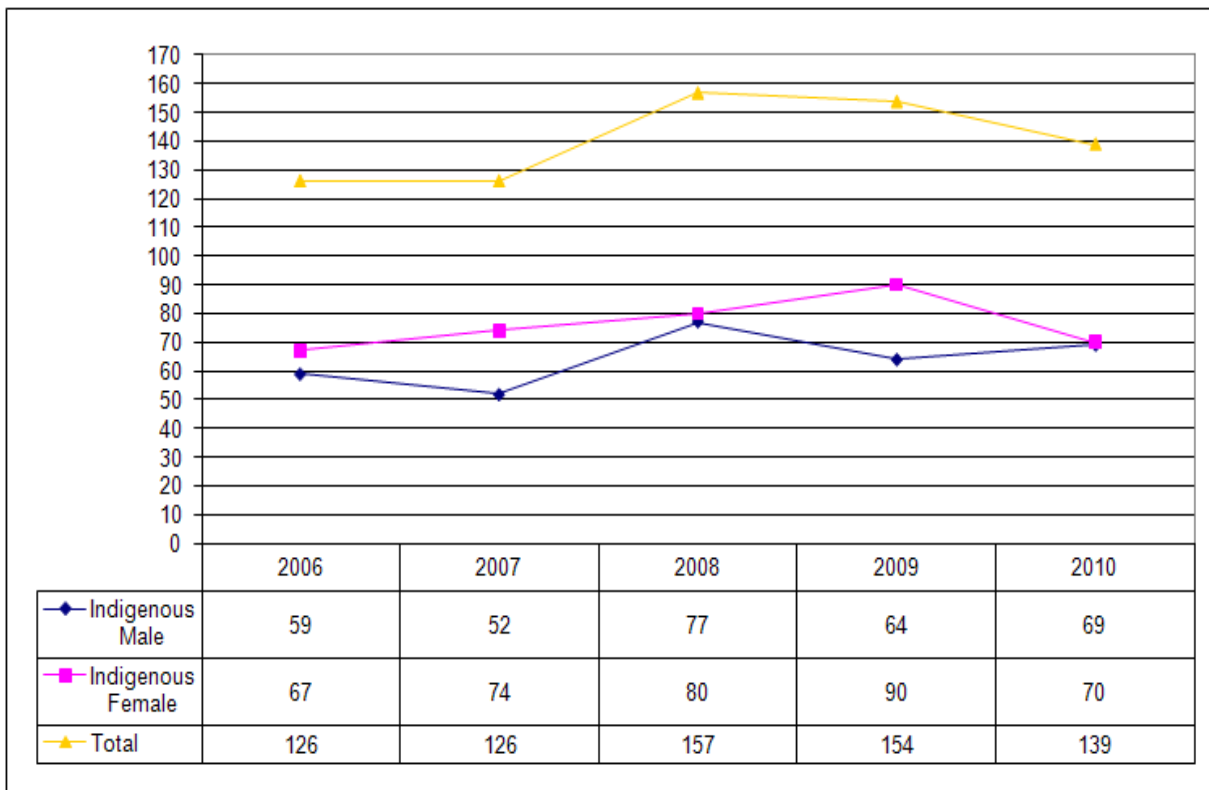


Figure 5 shows that the number of Indigenous NTCE completers is on a slight downward trend. The fluctuations in Indigenous NTCE completer numbers are characteristic of the early stages of development of the remote schools. The cohorts coming through the schools are not consistent in size or nature. This will change over time and numbers will become more settled. As indicated previously in Figure 4, less than 20% of Indigenous Year 8 students go on to complete their NTCE.

Longitudinal Data

Table 1 Students Enrolled as Year 12 Compared to NTCEs Issued, 2006 - 2010

Year	Total Year 12 Students* # (%NTCE)	Possible Completing Students** (%NTCE)	Year 12 Female*# (%Yr 12)	Year 12 Male*# (%Yr 12)	NTCE Issued	NTCE Female (%NTCE)	NTCE Male (%NTCE)
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%
2007	1675 59%	1113 88%	865 52%	810 48%	985	526 53%	459 47%
2006	1572 59%	1052 89%	816 52%	756 48%	933	506 54%	427 46%

* the data for this table is based on August Age-Grade Census provided by DET Strategic Policy and Performance Division

** Previously these students were referred to as being enrolled in 10 or more stage 2 units. Currently they are defined as being enrolled in 6 stage 2 units with a total enrolment of 22 units.

2006 to 2009 figures revised from the Age Grade Census on 24 March 2011.

Top Twenty and Merit Students

The top twenty students in the Northern Territory are recognised every year by the Northern Territory Board of Studies. These students gained subject achievement score aggregates that ranged from 91 to 97 out of 100. Ten (45%) of the top twenty students were female and twelve (55%) were male.

Twelve of the twenty students in the top twenty were from Darwin High School, five from Casuarina Senior College, three from St Philip's College, and one each from Centralian Senior College and Nhulunbuy High School.

Certificates of Merit are awarded to students who achieve the maximum score of 20 out of 20 for a subject or outstanding achievement in a Community Studies subject. Fifty-four Certificates of Merit were awarded to 44 students in 28 subjects from 12 schools. Eight (15%) of the 54 Certificates of Merit were awarded to Indigenous students.

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 in any subject in the learning area have been included.

Figure 6 Stage 1 Results by Learning Area, 2010

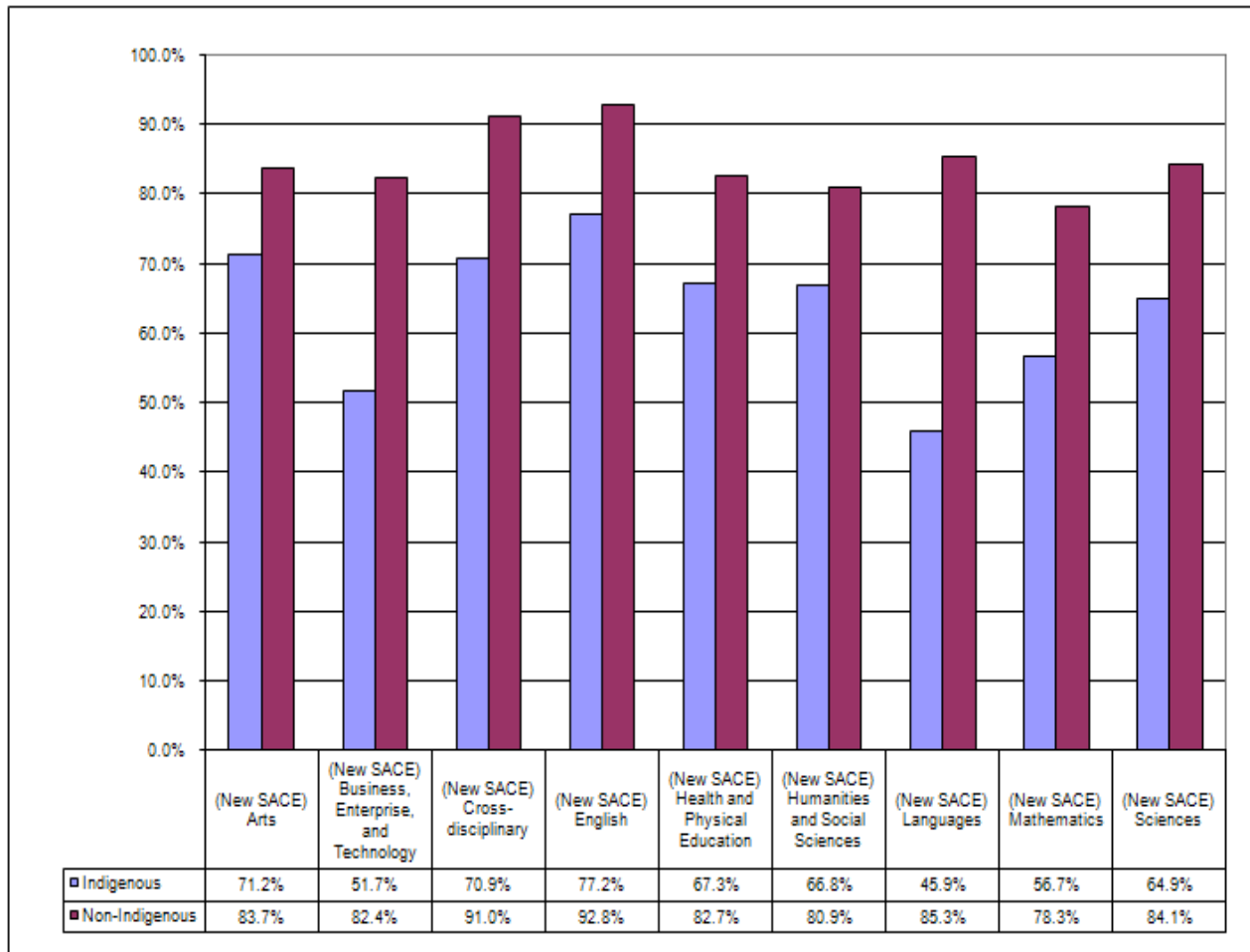


Figure 6 shows that the percentage of Indigenous students obtaining a grade of C or above at Stage 1 is significantly less than that of non-Indigenous students across all learning areas.

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

Stage 2 Results

Figure 7 below provides the percentage of students who gained satisfactory achievement or outstanding achievement. All students awarded a result in any subject in the learning area have been included.

Figure 7 Stage 2 Results by Learning Area, 2010

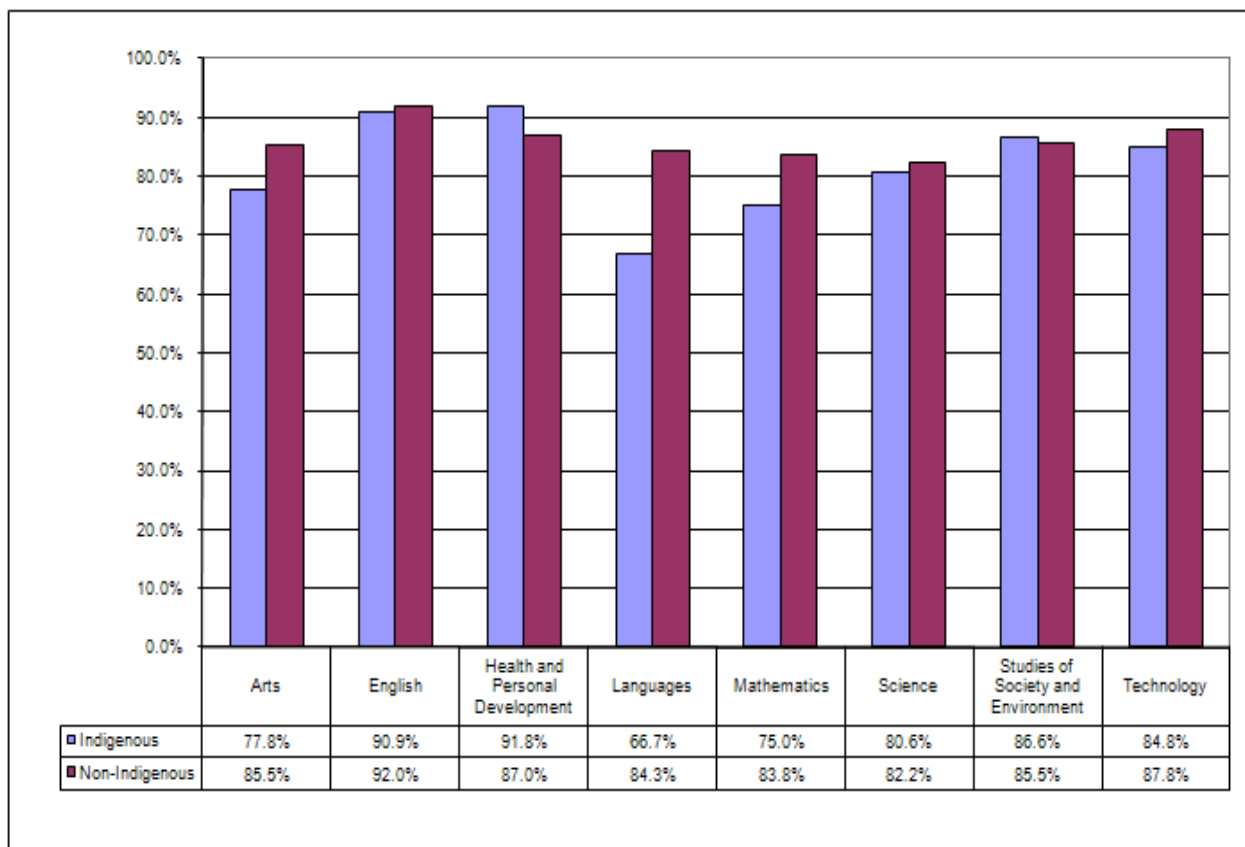


Figure 7 shows that the percentages of Indigenous students gaining satisfactory achievement at Stage 2 are less than those of non-Indigenous students in most learning areas.

The learning areas where the percentage of Indigenous students gaining satisfactory achievement at Stage 2 is more than that of non-Indigenous students are Health and Personal Development and Studies of Society and Environment. The learning areas with the largest differences in the percentage of students gaining satisfactory achievement are Languages and Mathematics. For Indigenous students, Languages and Mathematics are the learning areas with the lowest rates of satisfactory achievement and for non-Indigenous students Mathematics and Science are the learning areas with the lowest rates of satisfactory achievement.

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

Generally, students can count up to 12 units of VET towards the 22 unit NTCE pattern.

Table 2 Number of VET units that contribute to the NTCE, 2006-2010

	2006	2007	2008	2009	2010
Number of NTCE completers	933	985	1019	1049	1041
Students who completed at least 1 unit of VET that contributed to the completion of their certificate	443	563	523	546	466
Students who had between 1 and 6 units	218	313	258	280	240
Students who had between 7 and 11 units of VET	156	171	144	175	151
Students who counted the maximum number of 12 units towards their NTCE	69	79	121	91	75

Table 2 shows that in 2010, of the 1041 NTCE recipients, 45% of students completed at least one unit of VET that contributed to the completion of their certificate, a decrease from 52% of students in 2009. Of the students including VET in their NTCE pattern, 48% had between seven and the maximum number of 12 units towards their NTCE, a decrease from 49% in 2009.

Northern Territory Board of Studies Student Awards 2010

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

The ceremonies recognised academic excellence among 2010 school leavers. It formally recognised the top 20 students in the Northern Territory Certificate of Education (NTCE); the students who achieved a perfect score of 20 for Stage 2 subjects or outstanding achievement scores for Community Studies subjects; the students who were awarded the Australian Student's Prize; and our top students in industry-sponsored awards for particular subjects. In total 135 awards were presented at these ceremonies.

Awards presented to the 2010 graduates at the ceremonies held in Alice Springs and Darwin on 4 and 11 February 2011 were:

- Chief Minister's award for the Most Outstanding Stage 2 NTCE student
(In a Territory first, three students finished with equal top scores in their NTCE and qualified for the Chief Minister's Most Outstanding Stage 2 NTCE student award)
- Chief Minister's award for the Most Outstanding Stage 2 NTCE Open Education student
(Also in a first for the Territory, two students finished with equal scores to qualify for the Chief Minister's Most Outstanding Stage NTCE Open Education student)
- Chief Minister's award for the Most Outstanding Stage 2 NTCE Indigenous student
- Top twenty Year 12 Northern Territory Certificate of Education students
- Year 12 Certificates of Merit
- Australian Students' Prize
- Mathematics Teachers Association of the Northern Territory Vic Czernezkyj Mathematics award
- Department of Business and Employment Information Technology award
- Australian Computer Society (NT) ICT award for Information, Processing and Publishing
- Dennis Thomson Estate and Australian Veterinary Association (NT Division) Science award
- International Association of Hydrogeologists (NT) Geography award
- Telstra Remote Indigenous Student award
- Vocational Education and Training in Schools awards (VETiS)
- Royal Australian Chemical Institute Chemistry award
- Australia Day Council (NT) Australian History award
- Northern Territory Music School Music award
- Australian Meteorological and Oceanographic Society Physics award
- Council of Government School Organisations Most Outstanding Community Studies award
- Ian McGregor Rotary Club of Darwin Year 12 English award
- Charles Darwin University Top Ten Australian Tertiary Admission Rank student awards
- NT Indigenous Education Council Indigenous Distance Learning award
- Group Training NT Most Outstanding School-Based Apprentice or Trainee of the Year award
- Charles Darwin University Top Indigenous Australian Tertiary Admission Rank award
- Minister's award for the Most Outstanding International Baccalaureate Student
- International Baccalaureate Certificates of Merit
- Administrator's Medals for primary school students
- Administrator's Medals for middle school students

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

Winners of 2010 Awards:

Chief Minister's Award for the Most Outstanding Stage 2 NTCE Student

Sienna Dupe	Darwin High School
Maria Foo	Darwin High School
Bevan Botha	Centralian Senior College

Chief Minister's Award for the Most Outstanding Stage 2 NTCE Indigenous Student

Grace Plichta	Darwin High School
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Chief Minister's Award for the Most Outstanding Stage 2 NTCE Open Education Student

Elliese Judge	NT Open Education Centre
Celeste Woerle	NT Open Education Centre

Minister's Award for the Most Outstanding International Baccalaureate Student

Caitlin Buralli	Kormilda College
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Top Twenty ranked Year 12 NTCE Students

Name	School	Score	Rank
Bevan Botha	Centralian Senior College	97	1
Sienna Dupe	Darwin High School	97	1
Maria Foo	Darwin High School	97	1
Melissa Chalada	Darwin High School	96	4
Alex Jong	Darwin High School	95	5
Rhiannon Oakhill	Darwin High School	95	5
Kyle Giumelli	St Philip's College	94	7
Breanna Lee	Darwin High School	94	7
Caleb Pannell	St Philip's College	94	7
Kae-Duen Su	Darwin High School	94	7
Peter Bandarian	Casuarina Senior College	93	11
Kulshini De Alwis	Casuarina Senior College	93	11
Louise Robertson	St Philip's College	93	11
Edward Brazier	Nhulunbuy High School	92	14
Samuel Lee	Casuarina Senior College	92	14
Sofiya Nguyen	Darwin High School	92	14
Venaska Cheliah	Casuarina Senior College	91	17
Gareth Dickens	Darwin High School	91	17
Emily Jong	Darwin High School	91	17
Jotham Lay	Darwin High School	91	17
Aaron Miles	Casuarina Senior College	91	17
Thomas Pisel	Darwin High School	91	17

Year 12 Certificates of Merit

<i>Name</i>	<i>Last Name</i>	<i>School</i>	<i>Subject</i>
Neda	Aleksic	Casuarina Senior College	Health, Recreation and the Community II
Peter	Bandarian	Casuarina Senior College	Legal Studies
Yazmin	Brown	Casuarina Senior College	Lifestyle and the Community
Tran Truc	Dang	Casuarina Senior College	Mathematical Applications
Kulshini	De Alwis	Casuarina Senior College	English as Second Language Studies
Bryce	Exley	Casuarina Senior College	Design, Construction and the Community and Lifestyle and the Community
Telita	Ganley	Casuarina Senior College	Arts and the Community, Arts and the Community and Communication and the Community
Julie	Jones	Casuarina Senior College	English Communications
Ashlie	Lane	Casuarina Senior College	Nutrition
Robina	Levett-Olson	Casuarina Senior College	Work and the Community
Andrew	McMahon	Casuarina Senior College	Communication and the Community
Chrysovalanti	Patmios	Casuarina Senior College	English Communications
Clarissa	Phillips	Casuarina Senior College	English Communications
Ereenie	Siriotis	Casuarina Senior College	Lifestyle and the Community I
Samuel	Sommerville	Casuarina Senior College	Mathematical Applications
Bevan	Botha	Centralian Senior College	English Studies and Visual Arts Studies
Peter	Lloyd	Centralian Senior College	Craft Practical
Monique	Sebastiani	Centralian Senior College	Lifestyle and the Community
Aine	Buckley	Darwin High School	Art Practical
Melissa	Chalada	Darwin High School	Art Practical
Gareth	Dickens	Darwin High School	English Studies
Sienna	Dupe	Darwin High School	Art Practical, Early Childhood Studies, English Communications and Women's Studies
Maria	Foo	Darwin High School	Mathematical Studies
Alex	Jong	Darwin High School	Mathematical Studies
Clarisa	Lopez	Darwin High School	Art Practical
Elise	Moo	Darwin High School	English Studies and Modern History
Kae-Duen	Su	Darwin High School	Mathematical Studies
Brienna	Logie	Kormilda College	Vocational Studies A
Jacqueline	Sudholz	Kormilda College	Vocational Studies A
Fonzie	Brown	Maningrida School	Design, Construction and the Community and Science and the Community
Beth	Ali	Maningrida School	Design, Construction and the Community
Elliese	Judge	NT Open Education Centre	Australian History
Claude	Yarrowin	NT Open Education Centre	Arts and the Community
Joel	Joseph	Open Access College and Our Lady of the Sacred Heart College	French (continuers)

Steven	Duffield	Palmerston Senior College	Systems and Control Products A
Tegan	Gusling	Palmerston Senior College	Vocational Studies A
Jessica	Ganambarr	Shepherdson College	Arts and the Community
Judd	Boaz	St Philip's College	English Studies
Kyle	Giumelli	St Philip's College	English Communications
Caleb	Pannell	St Philip's College	Physical Education
Benjamin	Phillips	St Philip's College	English Studies
Louise	Robertson	St Philip's College	English Studies and Psychology
Tristen	Vo	Taminmin High School	Communication Products A
Buranhalawuy	Ganambarr	Yirrkala School	Work and the Community

Australian Student Prize

Sienna Dupe	Darwin High School
Maria Foo	Darwin High School
Bevan Botha	Centralian Senior College

Mathematics Teachers Association of the Northern Territory Vic Czernekj Mathematics Award

Maria Foo	Darwin High School
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Ian McGregor Rotary Club of Darwin Year 12 English Award

Bevan Botha	Centralian Senior College
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Dennis Thomson Estate and Australian Veterinary Association (NT Division) Science Award

Louise Robertson	St Philip's College
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Royal Australian Chemical Institute (NT) Chemistry Award

Lauren Sealy	Marrara Christian College
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Australia Day Council NT Australian History Award

Elliese Judge	NT Open Education Centre
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Department of Business and Employment Information Technology Award

Beldin Boskell	St Philip's College
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Australian Computer Society (NT) ICT Award for Information, Processing and Publishing

Tristen Vo	Taminmin College
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International Association of Hydrogeologists (NT) Geography Award

Clare McInnerney	Kormilda College
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Telstra Remote Indigenous Student Award

Fonzie Brown Maningrida School

Northern Territory Music Schools Music Award

Joshua Knott Centralian Senior College

Council of Government School Organisations Most Outstanding Community Studies Student Award

Telita Ganley Casuarina Senior College

Group Training NT Most Outstanding School-Based Apprentice/Trainee of the Year Award

Jez Frost Taminmin College

Australian Meteorological and Oceanographic Society Physics Award

Maria Foo Darwin High School

Northern Territory Indigenous Education Council Indigenous Distance Learning Award

Anthony Dodd Alice Outcomes/Northern Territory Open Education Centre/Centralian Senior College

Charles Darwin University Top Indigenous Australian Tertiary Admission Rank Award

Grace Plichta Darwin High School

Vocational Education and Training in Schools (VETiS) Awards

<i>Name</i>	<i>School</i>	<i>Category</i>
Jaimi Johnson	Taminmin College	Arts, Entertainment, Sports and Recreation
Elle Megaw	Darwin High School	Tourism and Hospitality
Sherice Ansell	Centralian Senior College	Business, Clerical and Information Technology

Charles Darwin University Top Ten ATAR Awards

<i>Name</i>	<i>School</i>
Bevan Botha	Centralian Senior College
Maria Foo	Darwin High School
Melissa Chalada	Darwin High School
Breanna Lee	Darwin High School
Alex Jong	Darwin High School
Sienna Dupe	Darwin High School
Louise Robertson	St Philip's College
Kae-Duen Su	Darwin High School
Rhiannon Oakhill	Darwin High School
Kyle Giumelli	St Philip's College

International Baccalaureate Certificates of Merit

<i>Name</i>	<i>School</i>	<i>Category</i>
Sheelagh Breslin	Kormilda College	Visual Arts
Caitlin Buralli	Kormilda College	Geography and Mathematics
Thomas Cohen	Kormilda College	Theory of Knowledge
Brodie Covell	Kormilda College	Extended Essay
Louis Durand	Kormilda College	Theory of Knowledge
Madeleine Hearnden	Kormilda College	Geography
Sean Kelly	Kormilda College	English
Lora Nikolaeva	Kormilda College	English and Extended Essay
Liam Parry-Mills	Kormilda College	English and Mathematics
Hayden Thorpe	Kormilda College	Mathematics

Administrator's Medals for Territory Primary School Scholars

<i>Name</i>	<i>School</i>	
Aaron Berthon	Katherine School of the Air	Darwin/Katherine region
Courtney Stanwix	Bees Creek Primary School	Arnhem, Palmerston and Rural region
Chantelle Weippert	Palmerston Christian School	Non-government sector
Peniche Reu	Bradshaw Primary School	Central Australia region

Administrator's Medals for Territory Middle School Scholars

<i>Name</i>	<i>School</i>	
Benita Bauer	MY School of the Air	Darwin/Katherine region
Tala Turner	Batchelor Area School	Arnhem, Palmerston and Rural region

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 2010 school year are listed below:

Year 12 Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Kara	Canete	Barkly College
Kulshini	De Alwis	Casuarina Senior College
Bevan	Botha	Centralian Senior College
Maria	Foo	Darwin High School
Oliver	Crossley	Kormilda College
Lauren	Sealy	Marrara Christian College
Edward	Brazier	Nhulunbuy High School
Luke	Victory	O'Loughlin Catholic College
Steven	Duffield	Palmerston Senior College
Bernadette	De Zylva	St John's College – Darwin
Kyle	Giumelli	St Philips College – Alice Springs
Brendan	Von Gerhardt	Taminmin College

Year 12 International Baccalaureate

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Madeleine	Hearnden	Kormilda College
Hayden	Thorpe	Kormilda College

Year 12 Indigenous Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Benjuan	Newcastle	Barkly College
Jennifer	Boon	Casuarina Senior College
Danielle	Trindle-Price	Centralian Senior College
Grace	Plitcha	Darwin High School
Jake	Yoelu	Kormilda College
Simone	Armstrong	Marrara Christian College
Rikkii	Clarke	Palmerston Senior College
Brooke	Peris	St John's College – Darwin
Georgie	Turner	St Philips College – Alice Springs
Rebekah	Raymond	Taminmin College

Year 12 Supported Study Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Breanna	McKelvey	Barkly College
Jaslyn	Walton	Casuarina Senior College
Monique	Sebastiani	Centralian Senior College
Kira	Hamilton	Darwin High School
Cindy	Bil Bil	Palmerston Senior College

Year 9 Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Samuel	Nippress	Araluen Christian College
Kate	Kilpatrick	Barkly College – Tennant Creek High School
Tala	Turner	Batchelor Area School
Danielle	Moss-Loto	Centralian Middle School
Chloe	Wallent	Dripstone Middle School
Declan	Howard	Good Shepherd Lutheran College
Kate	Brotherton	Kormilda College
Madison	Pallisier	Litchfield Christian School
Bronte	Malin	Marrara Christian College
Benita	Bauer	MY School of the Air
Jordan	Lowe	Nhulunbuy Christian School
Joseph	Llewelyn	Nhulunbuy High School
Kenny	Lee	Nightcliff Middle School
Jack	Chong	O'Loughlin Catholic College
Jeremy	De Guzman	Palmerston Christian School
Luci	Susanto	Palmerston Senior College
Misha	Lay	Sanderson Middle School
Jacqueline	Filipek	St Joseph's College – Katherine
Alaina	Standish	St Philip's College
Nina	Miers	St Philip's College
Naomi	Ingamells	St Philip's College
Teagan	Short	Taminmin College
Laura	Mosel	The Essington School

Year 6 Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Leano	Bautista	Adelaide River Primary School
Jade	Ballantyne	Alawa Primary School
Vasmine	Stevens	Alekarenge School
Natasha	Schapova	Alyangula Area School
Nikki	Glennon	Anula Primary School
Aden	Paterson	Araluen Christian College
Lovina	Koch	Bakewell Primary School
Vincent	Canete	Barkly College – Tennant Creek Primary School
Patrice	Talbot	Batchelor Area School
Grace	Goodman	Bees Creek Primary School
Kelsey	Pocock	Berry Springs Primary School
Krydence	Schwalger	Bradshaw Primary School
Jacob	Crowe	Braitling Primary School
Cassie	Everett	Casuarina Street Primary School
Hayley	Lye	Clyde Fenton School
Ashley	Barrett-Campos	Driver Primary School
Isobel	McGarry	Durack School
Tafadzwa	Pasi	Gillen Primary School
Daniel	McKay	Girraween Primary School
Sam	Errity	Good Shepherd Lutheran College
Haylee	Wright	Gray Primary School
Samantha	Lane	Holy Family Catholic Primary School
Serena	Dunbar	Howard Springs Primary School
Rhianna	Gaden	Humpty Doo Primary School
Marissa	Higgins	Jingili Primary School
Jordan	Tam	Karama Primary School
Aaron	Berthon	Katherine School of the Air
Emily	Baylis	Katherine South Primary School
Mungo	Oster	Larapinta Primary School
Ritwik	Dasgupta	Larrakeyah Primary School
Laura	Simon	Leanyer Primary School
Cody	Herrin	Litchfield Christian School
Jaydon	John	Ltyentye Apurte CEC
Georgia	Davies	Ludmilla Primary School
Nirupan	Moorthy	Malak Primary School
Desiree	Reynolds	Mananda Terrace Primary School
Jessica	Stassi	Milikapiti School
Arran	Stephens	Moil Primary School
Maggie	Yap	Moulden Primary School
Maria	Kypreos	Murrupurtiyanuwu Catholic School
Rebecca	Spain	Nakara Primary School
Rebecca	Hermanus	Nhulunbuy Christian School
Aaron	Jegou	Nhulunbuy Primary School
Louis	Lejeune	Nightcliff Primary School
Cletus	Kinthari	OLSH Thamarrur Catholic School, Wadey
Chantelle	Weippert	Palmerston Christian School
Lucas	Phelps	Parap Primary School
Nicholas	Fischer	Ross Park Primary School
Angus	Bryan	Sacred Heart Primary School
Ashley	Roos	Sacred Heart Primary School
Tessa	Baloban	Sadadeen Primary School
Rachel	Park	St Andrew Lutheran Primary School
Georgia	Falconer	St Francis of Assisi School
Joanna	Lewis	St Joseph's College

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Sarah	Macpherson-Oxley	St Mary's Primary School
Lily	Pazniewski	St Pauls Catholic Primary School - Nightcliff
Kyungmin	Beack	Stuart Park Primary School
Declan	Curran	The Essington School
Rachel	Rogers	Wanguri Primary School
Sonya	Millar	Woodroffe Primary School
Lucas	Schober	Wulagi Primary School

Appendix 2

2010 Membership of the Board

Chairperson
Professor Steven Larkin

Members	Member category
Mr Christopher Young	One of two members who represent the interests of employers
Mr John Emslie	One of two members who represent the interests of employers
Ms Susan Crowe	Member who represents the interests of head teachers of primary schools
Professor Marguerite Maher	Member who represents post-school education
Ms Jennifer Nash	Member who represents the interests of head teachers of secondary schools
Mr Andrew Oliver	Member who represents the interests of teachers
Ms Wendy Troe	Member who represents the interests of parents of children who attend remote schools
Mr David Cannon	Member nominated by the Association of Independent Schools of the NT
Mr William Russell and Ms Saraswathi Griffiths-Chandran	Member who represents the interests of parents of children who attend Government schools
Mr Henry Gray	Member who is an employee of the Department administering the <i>Education Act</i>
Dr Susan Bandias	Member nominated Unions NT
Ms Brenda Keenan	Member nominated by the Northern Territory Catholic Education Office
Mrs Tracey Jennings and Ms Judith Austin	Member who represents the interests of parents of children who attend non-Government schools
Ms Margeret Friel	Member who represents the interests of Indigenous people
Mr Rodney Smith	Member nominated by the Northern Territory branch of the Australian Education Union

Stage 1 subjects 2010

ARTS

Creative Arts
Creative Arts: Modified
Dance
Drama
Music Experience
Music Advanced
Visual Arts — Art
Visual Arts — Design

BUSINESS, ENTERPRISE AND TECHNOLOGY

Accounting
Business and Enterprise
Business and Enterprise: Modified
Communication Products I
Communication Products II
Communication Products
Material Products I
Material Products II
Material Products
Information Processing and Publishing
Information Technology
Systems and Control Products I
Systems and Control Products II
Systems and Control Products
Workplace Practices

CROSS-DISCIPLINARY

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

ENGLISH

English
English as a Second Language
English Pathways
English Pathways: Modified
Literacy for Work and Community Life

HEALTH AND PHYSICAL EDUCATION

Child Studies
Food and Hospitality
Health
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: Modified
Tourism
Women's Studies

LANGUAGES

Albanian (continuers)
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: 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: Modified
Numeracy for Work and Community Life

SCIENCES

Agriculture and Horticulture
Biology
Chemistry
Geology
Nutrition
Physics
Psychology
Scientific Studies
Scientific Studies: Modified

Stage 2 Group 1 subjects 2010

Group 1: Arts / Humanities / Social and Cultural Studies

ARTS

Art Practical
 Craft Practical
 Dance
 Dance Studies
 Design Practical
 Drama
 Drama Studies
 Visual Arts Studies

Music#

Composing and Arranging
 Ensemble Performance
 Musicianship
 Music in Context
 Music Individual Study
 Music Technology
 Performance Special Study
 Solo Performance

ENGLISH

Communication for the Hearing-Impaired
 English as a Second Language
 English as Second Language Studies
 English Communications
 English Studies

HEALTH AND PERSONAL DEVELOPMENT

Health Education

Health Education I
 Health Education II
 Health Studies

Home Economics§

Early Childhood Studies
 Early Childhood Studies*
 Food and Hospitality Studies
 Food and Hospitality Studies*
 Nutrition Studies
 Nutrition Studies*
 Textile Studies
 Textile Studies*

Outdoor and Environmental Education

Outdoor Education I
 Outdoor Education II
 Outdoor and Environmental Studies

LANGUAGES

Albanian (continuers)
 Arabic (continuers)
 Armenian (continuers)

Auslan (continuers)
 Bosnian (continuers)
 Chinese (background speakers)
 Chinese (beginners)
 Chinese (beginners) A
 Chinese (continuers)
 Croatian (continuers)
 Dutch (continuers)
 Filipino (continuers)
 French (beginners)
 French (beginners) A
 French (continuers)
 German (beginners)
 German (beginners) A
 German (continuers)
 Hebrew (continuers)
 Hindi (continuers)
 Hungarian (continuers)
 Indonesian (beginners)
 Indonesian (beginners) A
 Indonesian (continuers)
 Italian (beginners)
 Italian (beginners) A
 Italian (continuers)
 Japanese (beginners)
 Japanese (beginners) A
 Japanese (background speakers)
 Japanese (continuers)
 Khmer (continuers)
 Korean (background speakers)
 Latin (continuers)
 Macedonian (continuers)
 Malay (background speakers)
 Maltese (continuers)
 Modern Greek (beginners)
 Modern Green (beginners) A
 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 (beginners) A
 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

SOCIETY AND ENVIRONMENT

Aboriginal Studies
Australian and International Politics
Australian History
Business Studies
Classical Studies
Economics
Geography
Justice in Society
Justice in Society
Justice in Society I
Justice in Society II
Legal Studies
Media Studies
Modern History
Philosophy
Religions in Australia
Small Business Enterprise
Studies of Religion
Studies of Societies
Sustainable Futures‡
Sustainable Futures I
Tourism
Women's Studies

FLEXIBLE LEARNING PROGRAMS

COMMUNITY STUDIES

Arts and the Community
Arts and the Community I
Arts and the Community II
Business and the Community
Business and the Community I
Business and the Community II
Communication and the Community
Communication and the Community I
Communication and the Community II
Design, Construction and the Community
Design, Construction and the Community I
Design, Construction and the Community II
Environment and the Community
Environment and the Community I

Environment and the Community II
Foods and the Community
Foods and the Community I
Foods and the Community II
Health, Recreation and the Community
Health, Recreation and the Community I
Health, Recreation and the Community II
Health, Recreation and the Community
Lifestyle and the Community
Lifestyle and the Community I
Lifestyle and the Community II
Mathematics and the Community
Mathematics and the Community I
Mathematics and the Community II
Science and the Community
Science and the Community I
Science and the Community II
Technology and the Community
Technology and the Community I
Technology and the Community II
Work and the Community
Work and the Community I
Work and the Community II

EXTENSION STUDIES‡

Extension Studies A

INTEGRATED LEARNING*

Integrated Learning I

SACE-VET Subjects

Broadcasting and Multimedia (VET)

Broadcasting and Multimedia A
Broadcasting and Multimedia B

Business Services (VET)

Business Services A
Business Services B

Community Services (VET)

Community Services and Health A
Community Services and Health B

Hospitality (VET)

Hospitality - Kitchen Operations A
Hospitality - Kitchen Operations B

Retail (VET)

Retail A
Retail B

Sport and Recreation (VET)

Sport and Recreation A
Sport and Recreation B

Tourism Operations (VET)

Tourism Operations A
Tourism Operations B

Work Education

Vocational Studies A"
Vocational Studies B"
Work Studies A
Work Studies B

Stage 2 Group 2 subjects 2010

Group 2: Mathematics / Science / Technology

HEALTH AND PERSONAL DEVELOPMENT

Physical Education
Nutrition

MATHEMATICS

Mathematical Applications
Mathematical Methods
Mathematical Studies
Specialist Mathematics

SCIENCE

Biology
Chemistry
Contemporary Issues and Science
Geology
Physics
Psychology

SOCIETY AND ENVIRONMENT

Accounting Studies
Agricultural & Horticultural Science
Agriculture and Horticulture‡
Agricultural and Horticultural Applied Technologies
Agricultural and Horticultural Applied Technologies I
Agricultural and Horticultural Applied Technologies II
Agricultural and Horticultural Enterprise
Agricultural and Horticultural Enterprise I
Agricultural and Horticultural Enterprise II
Agricultural and Horticultural Management
Agricultural and Horticultural Management I
Agricultural and Horticultural Management II
Agricultural and Horticultural Principles
Agricultural and Horticultural Principles I
Agricultural and Horticultural Principles II
Agricultural and Horticultural Studies
Agricultural and Horticultural Studies I
Agricultural and Horticultural Studies II
Sustainable Futures‡
Sustainable Futures II

TECHNOLOGY

Design and Technology‡
Communication Products A
Communication Products B
Material Products A
Material Products B
Systems and Control Products A

Systems and Control Products B
Design and Technology Studies
Information Processing and Publishing‡
Business Documents
Desktop Publishing
Electronic Publishing
Personal Documents
Information Technology Systems
Information Technology Studies

FLEXIBLE LEARNING PROGRAMS COMMUNITY STUDIES"

Arts and the Community I
Arts and the Community II
Arts and the Community
Business and the Community I
Business and the Community II
Business and the Community
Design, Construction and the Community I
Design, Construction and the Community II
Design, Construction and the Community
Environment and the Community I
Environment and the Community II
Environment and the Community
Foods and the Community I
Foods and the Community II
Foods and the Community
Lifestyle and the Community I
Lifestyle and the Community II
Lifestyle and the Community
Mathematics and the Community I
Mathematics and the Community II
Mathematics and the Community
Communication and the Community I
Communication and the Community II
Communication and the Community
Health, Recreation and the Community I
Health, Recreation and the Community II
Health, Recreation and the Community
Science and the Community I
Science and the Community II
Science and the Community
Technology and the Community I
Technology and the Community II
Technology and the Community
Work and the Community I
Work and the Community II
Work and the Community

EXTENSION STUDIES#

Extension Studies B

INTEGRATED LEARNING***

Integrated Learning II‡

ACE-VET Subjects

Automotive Technology (VET)

Automotive Technology A

Automotive Technology B

Conservation and Land Management (VET)

Conservation and Land Management A

Conservation and Land Management B

Electrotechnology (VET)

Electrotechnology A ζ

Electrotechnology B ζ

Financial Services (VET)

Financial Services A

Financial Services B

General Construction (VET)

General Construction A

General Construction B

Information Technology (VET)

Information Technology A

Information Technology B

Manufacturing and Engineering (VET)

Engineering Applications A

Engineering Applications B

Seafood Operations (VET)

Seafood Operations A

Seafood Operations B

Transport and Logistics (VET)

Transport and Logistics A

Transport and Logistics B

Work Education

Vocational Studies A"

Vocational Studies B"

ζ New or redeveloped subject

* Only a 2-unit enrolment has HESS General status.

† A combination of any 2 units has HESS General status.

‡ A combination of any 2 units has HESS Restricted status

§ A combination of any 1 Unit has HESS Restricted status.

See SATAC's Tertiary Entrance Booklet for details of the HESS status of Music.

≠For Extension Studies, 2EXA2 is the code for arts/humanities/social and cultural studies (Group 1) and 2EXB2 is the code for mathematics/science/technology (Group 2).

" For Community Studies, Integrated Learning and Vocational Studies A and B, the fourth character in the code denotes the SACE subject group.

- The numeral 1 denotes arts/humanities/social and cultural studies (Group 1) – e.g. 2VA(1)2.
- The numeral 2 denotes mathematics/science/technology (Group 2) – e.g. 2VA(2)2.

