



Northern
Territory
Government

Northern Territory Board of Studies

Annual Report

2012

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

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

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NORTHERN TERRITORY BOARD OF STUDIES

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

15 July 2013

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 2012.

Yours sincerely

A handwritten signature in black ink that reads "Ralph Wiese". The signature is written in a cursive style.

Ralph Wiese
Chair

Contents	Page
Letter of Transmittal	ii
Report from the Chair	1
Functions of the Board	3
Overview	4
Matters and Reports considered by the Board	5
Meeting Dates	5
Performance of Northern Territory students in National Assessment Program – Literacy and Numeracy (NAPLAN) tests	6
• Executive Summary	8
• Explanatory notes	9
• Participation – Reading and Numeracy	10
• Overall Achievement	12
• Achievement by Indigenous Status	13
Northern Territory Certificate of Education and Training (NTCET)	16
Northern Territory Certificate of Education and Training Statistics Graphs and Tables	17
1. NTCET completion by government and non-government sector	17
2. Longitudinal Data	22
3. Top twenty and Merit students	22
4. Stage 1 Results	23
5. Stage 2 Results	24
6. Vocational Education and Training (VET) that contributes to the NTCET	25
Appendices	
1. Northern Territory Board of Studies student awards 2012	26
2. 2012 Membership of the Board	35
3. 2012 Stage 1 Accredited Courses	36
4. 2012 Stage 2 Accredited Courses	38

Report from the Chair

This report covers the 2012 calendar year and is the tenth 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 representing parents, teachers, post school educators, principals, unions, government and non-government schooling sectors, employers and Indigenous people. Observers from other stakeholder groups, such as Council of Government Schools Organisation, also attend.

The Board and its operational arm, School Support Services, within the Department of Education and Children's Services, have worked with cross sector stakeholders to provide responses to the Australian Curriculum, Assessment and Reporting Authority on the development of the Australian Curriculum. The Board will continue to monitor the development and implementation of the Australian Curriculum as learning areas are progressively introduced over coming years.

The Board has considered and discussed a number of curriculum, assessment and reporting standards and other matters that impact on Territory education. These include the Australian Curriculum, Assessment and Reporting Authority, the Australian Qualifications Framework, the Northern Territory Certificate of Education and Training and Vocational Education and Training in Schools. The Board has considered national initiatives in the National Assessment Program, Australian Curriculum, Australian Qualifications Framework and various other national initiatives. At the Territory level, consideration has been given to Northern Territory senior secondary data release, Transition to Year 9 and Years 10-12 policy and guidelines development, Australian Curriculum implementation and recognition of student achievement through student awards.

Indigenous education outcomes have been monitored and the Board has set the monitoring and improvement of Indigenous education learning outcomes at all levels of schooling as a priority.

A major event on the Board's agenda is the student award presentation ceremonies which are held annually in Alice Springs and Darwin to publicly recognise academic excellence among 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.

On behalf of the Board I wish to express appreciation for the work undertaken by those officers in the Department of Education and Children's Services who have supported the work of the Board, in particular, members of the Teaching, Learning and Inclusion and Participation, Pathways and Engagement Divisions.

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. Special thanks go to Ms Sharon Duong, for her leadership of the Board during the exceptionally busy period of results release and award ceremonies prior to my appointment as Chair.

Finally, I wish to acknowledge the contribution by Professor Steven Larkin as Chair of the Board in 2012. Professor Larkin brought a wide perspective of educational matters and successfully guided the Board through an ambitious agenda of curriculum issues and initiatives.

A handwritten signature in black ink that reads "Ralph Wiese". The signature is written in a cursive style with a prominent initial 'R'.

Mr Ralph Wiese
Chair

15 July 2013

Functions of the Board

The functions of the Board are to:

- (a) provide advice to the Minister for Education 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
 - (v) government policy that impacts on the Board's functions.

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

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

The Board must prepare and maintain records of assessments under, or recognised by, the Board in relation to a student or former student, and provide, on request by the student or former student, a copy of those records to the student or former student, or to such person as the student or former student specifies in that request.

In exercising all its powers and in the performance of its functions the Board is subject to the directions of the Minister.

Overview

Boards of Studies

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

- to allow widespread community input
- to bring together all schools in establishing common directions
- to ensure fairness for all students
- to establish the curriculum for the stages of schooling
- to provide for assessment of student learning
- to control certification of student achievement.

Establishment of the Board

The Northern Territory Board of Studies was established in 1984 by amendment to the *Education Act*. The Education (Board of Studies) Regulations prescribe the interest groups or bodies from which members are drawn and the manner in which prospective members are to be nominated.

The Board promotes a common curriculum for the compulsory years of schooling which is designed to provide a challenging level of education for all learners, whatever their aspirations and abilities, and to ensure that all learners have the opportunity to learn and achieve in recognised areas.

In the pursuit of equity, the Board fosters the fullest participation in education of groups and individuals for whom participation may involve special 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 Chair plus fifteen members representing parents, employers, principals, teachers, post school educators, unions, the non-government and government school sectors, Indigenous communities and the Department of Education and Children's Services.

Details of Board membership are included in Appendix 2.

Matters and Reports considered by the Board in 2012

- Analysis of 2011 NAPLAN results
- Analysis of 2011 NTCET results
- Australian Curriculum
- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Australian Qualifications Framework (AQF)
- Implementation of the Australian Curriculum F-12
- Industry Academies
- Literacy and Numeracy
- National Assessment Program - Literacy and Numeracy (NAPLAN)
- National Cadetships
- National issues and initiatives
- Northern Territory Certificate of Education and Training (NTCET)
- NTBOS Work Plan 2013 to 2015
- Policies and Guidelines
- Skills reform
- Student destination survey
- Senior Secondary data release
- SACE Board
- Student awards and ceremonies
- Vocational Education and Training in Schools (VETiS)
- Website

2012 Meeting Dates

22 April 2012	Darwin
2 August 2012	Darwin
13 September 2012	Darwin
2 November 2012	Darwin

Performance of Northern Territory Students in National Assessment Program – Literacy and Numeracy Tests

Background

Since 2008, Northern Territory students have participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). Students undertake tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Each year more than a million students in Years 3, 5, 7 and 9 across Australia participate in the tests.

The results from NAPLAN broadly reflect aspects of literacy and numeracy curriculum across all states and territories. They provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands. The NAPLAN tests are intended to provide information about what students know and can do, to be used by teachers to support and inform their judgement about how to assist students to improve their learning outcomes.

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

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

The My School website, first launched in January 2010 and updated annually, 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 can compare their school's results with neighbouring schools and schools serving similar student populations.

NAPLAN tests were equated so that the 2012 results can be compared with those in previous years on the same achievement scale. However, 2011 and 2012 writing results should not be compared to previous years due to a change in genre. In 2011 and 2012, students were required to complete a persuasive writing task, a change from previous years (2010 and prior) when students were required to write a narrative or story.

Equating one test with another is a complex process and involves some degree of statistical error. For this reason, there may appear to be minor fluctuations in the average NAPLAN test results from year to year which are not statistically significant. It is only when there has been a meaningful change in the results from one year to the next, or where there has been a consistent trend over several years that statements can be confidently asserted about meaningful change. The 2012 NAPLAN National Report contains additional information about whether changes from 2008 to 2012 are significant.

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

Confidence intervals have also been included in the data presented here to indicate significance of changes from one year to the next.

In this report, results are presented by assessment area – focussing on reading, numeracy and writing in line with national reporting practices - and by year level and Indigenous status. Indigenous students include students who have identified as Aboriginal or Torres Strait Islander (or both). Students not stating their Indigenous status are excluded from the data that is presented by Indigenous status. Results for government and non-government (Catholic, independent and Christian) schools are not disaggregated as nationally comparable data is not available at this level.

When examining the results of the NT it is important to consider that this jurisdiction differs markedly from any other state or territory. It has the smallest population, with the highest proportion of the population living in the most socio-economically disadvantaged areas. It has by far the largest proportion of the population living in remote and very remote areas with by far the largest proportion of Indigenous population.

The NT has an Indigenous student cohort that is approximately 40%² of the total school population, which is almost six times greater than the next largest proportion from any other state or territory. Nearly half of NT students live in remote and very remote areas. Furthermore, a vastly higher proportion of these students are speakers of Indigenous languages from very remote communities than in any other state or territory. These contextual factors are reflected in the overall level of 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.

² Source: ABS4221.0 Schools, Australia — NSSC Table 43a — Full-time equivalent students — by states and territories, affiliation, sex, age, Indigenous status and years (1998–2012)

Executive Summary

Performance

Across all year levels and assessment areas, the proportion of NT students achieving NMS remains consistently lower than other states and territories and the Australian average. This difference in performance was greater for Indigenous students than non-Indigenous students. Across Australia, Indigenous students did not perform as well as non-Indigenous students.

NT Indigenous students had the lowest performances in Australia achieving their best results in Year 9 numeracy with 44.7% achieving NMS however this remains 29.5 percentage points lower than the Australian average of 74.2% for Indigenous students in this test. The lowest achievement rate for Indigenous students was in Year 9 writing with 19.8% of Indigenous students achieving NMS. Again this is a substantially lower rate than the Australian average of 48.8% for Indigenous students in this test.

NT non-Indigenous students performed comparably with non-Indigenous students across Australia achieving their best results in Year 3 writing with 93.5% achieving NMS (only 2.9 percentage points lower than the Australian average of 96.4%). The lowest achievement rate for non-Indigenous students was in Year 9 writing with 76.7% of non-Indigenous students achieving NMS (6.7 percentage points lower than the Australian average of 83.4%).

The proportion of students in very remote schools achieving NMS (ranging from 13.5% to 38.1% across 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 56.5% to 77.9% across all assessment areas and year levels. Students in provincial schools fared best in the NT with achievement rates ranging between 68.9% and 90.1% across all assessment areas and year levels.

Participation

In 2012 participation rates ranged from 83.2% to 89.5% in the NT compared to 91.5% to 96.0% for the Australian average.

The NTs highest participation rates were in Year 5 spelling and grammar and punctuation with 89.5% of students participating. Year 9 numeracy students showed the lowest participation rate with 83.2% of students participating in the test. This was 8.3 percentage points lower than the Australian average.

For Indigenous students in 2012, Year 5 spelling and grammar and punctuation had the highest participation rate with 81.2% of Indigenous students participating in the test while Year 9 numeracy had the lowest participation with 65.1% of Indigenous students participating in the test.

For non-Indigenous students in 2012, Year 7 spelling and grammar and punctuation had the highest participation rate with 97.4% of students participating in this test, which was 1.2 percentage points higher than the Australian average of 96.2%. Year 3 numeracy had the lowest participation rate with 94.4% of non-Indigenous students participating in the test, which was 1.1 percentage points lower than the Australian average rate for the same test.

Across all domains in Year 7 and Year 9 and in Year 5 writing, non-Indigenous students had a higher participation rate than the Australian average.

Explanatory Notes

Students are exempted from NAPLAN tests if they are identified as having a significant intellectual disability or a language background other than English and have lived in Australia for twelve months or less. Exempt students are not assessed but are counted as part of the cohort of assessed students and are considered to have not met NMS.

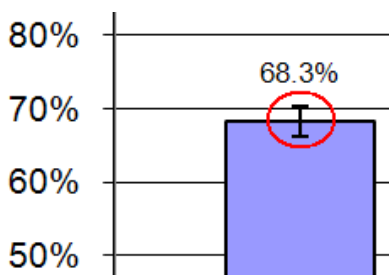
Students may be withdrawn from the testing program by the parent/caregiver on the grounds of religious beliefs and philosophical objections to testing. Students who have been withdrawn from testing are not counted as part of the cohort assessed and are excluded from performance calculations.

Participation rates are calculated as all assessed and exempt students as a percentage of the total number of students in the year level which includes absent and withdrawn students.

Achievement rates are calculated as all students who were at or above the NMS as a percentage of the total number of students assessed or exempt from testing.

Students not stating their Indigenous status are excluded from the data that is presented by Indigenous status.

Confidence Intervals



In the achievement graphs that follow, the intervals shown at the top of each bar are 95% confidence intervals.

As an example, the bar here shows that 68.3% of the given student cohort achieved NMS. The interval in this case is 2%, indicating a 95% chance that the true percentage falls between 66.3% and 70.3%.

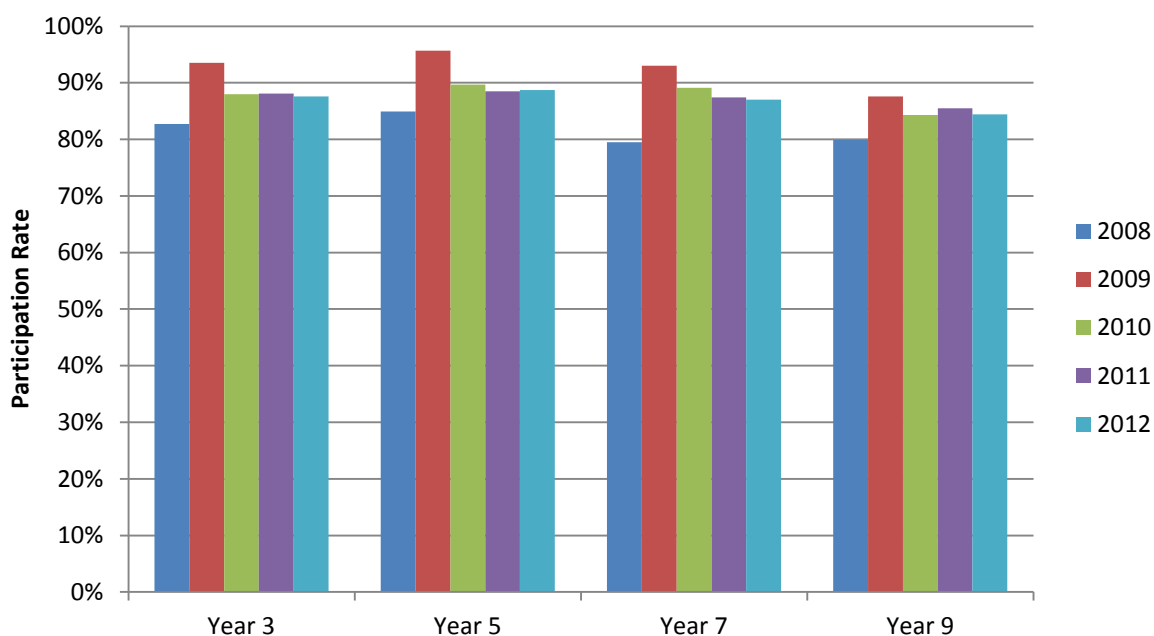
Participation

Participation rates have remained reasonably steady since 2010. Participation by NT students in NAPLAN assessments increased dramatically in 2009 (averaging at approximately 12%) this was not reflected across the rest of Australia. 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 six 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. Participation rates in 2012 have remained consistent with those seen in 2011. In 2012 the highest participation rate for reading is Year 5 students with 88.7% of NT students participating. Year 5 students were the closest to the Australian average in 2012 with a 7.2 percentage point difference between the NT participation rate and the Australian average in reading. Figure 1.1 shows the difference in participation rates in reading in the NT from 2008 to 2012.

Figure 1.1 NT Participation in Reading 2008 to 2012

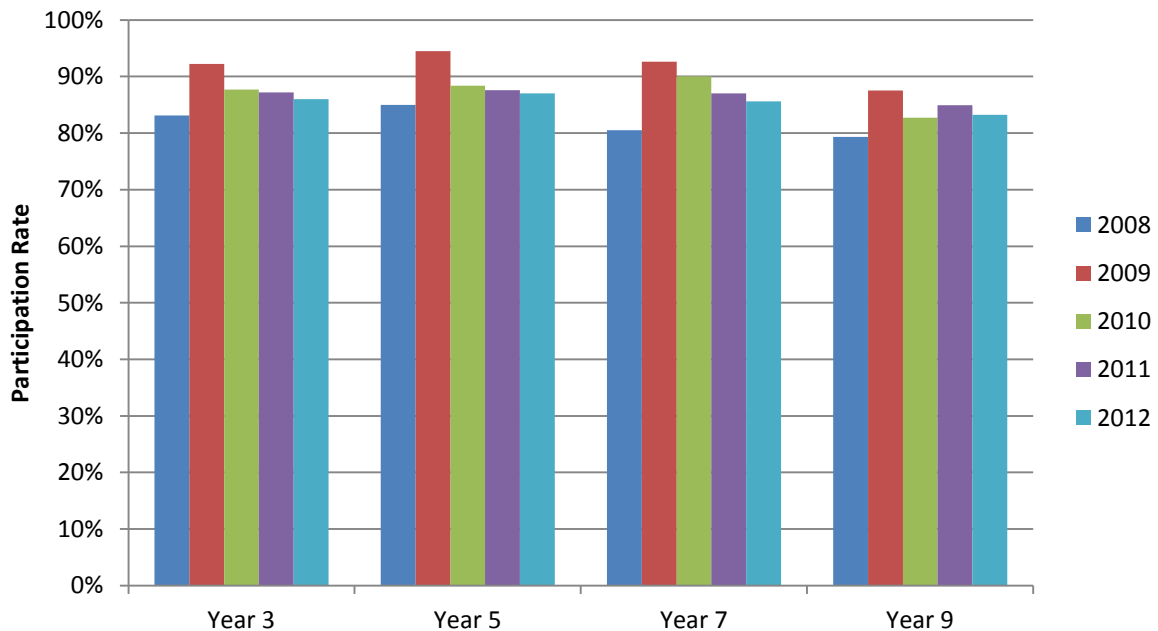


Source: Australian Curriculum, Assessment and Reporting Authority 2012, NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney.
For explanatory notes see page 9

2. 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. Participation rates in 2012 remained consistent with those seen in 2011. In 2012 the highest participation rate for numeracy is Year 5 students with 87.0% of NT students participating. Year 9 students were the closest to the Australian average in 2012 with an 8.3 percentage point difference between the NT participation rate and the Australian average in numeracy. Figure 2.1 shows participation rates in numeracy in the NT from 2008 to 2012.

Figure 2.1 NT Participation in Numeracy 2008 to 2012



Source: Australian Curriculum, Assessment and Reporting Authority 2012, NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney.
For explanatory notes see page 9

Overall Achievement

3. Overall achievement of NT and Australian students

Across all year levels and assessment areas the proportion of NT students achieving NMS remains consistently lower than other states and territories, and the Australian average. Year 9 numeracy students were the highest achievers in the NT with 74.0% of students achieving NMS (19.7 percentage points lower than the Australian average of 93.7%). Year 9 writing students were the lowest achievers in the NT with 55.0% of students achieving NMS (26.7 percentage points lower than the Australian average of 81.7%).

Figure 3.1 2012 mean scale score results for NT and Australia including 2008-12 percentage point change and 2012 proportion of students at or above NMS in NT and Australia including 2008-12 percentage point change for reading and numeracy

		Mean Scale Score Change 2008 - 2012		% Achieving NMS Change 2008 - 2012	
		NT	Aust	NT	Aust
Reading	3	332.2 (25.6) ■	419.6 (19.1) ▲	68.9 (6.2)	93.6 (1.5)
	5	404.8 (-0.3) ■	493.6 (9.2) ▲	61.3 (-1.2)	91.6 (0.6)
	7	474.3 (5.9) ■	541.5 (5.0) ■	69.0 (1.9)	94.1 (-0.1)
	9	516.0 (-8.2) ■	574.8 (-3.2) ■	65.3 (-4.6)	91.4 (-1.5)
Numeracy	3	323.2 (-15.2) ■	395.5 (-1.4) ■	70.0 (-7.0)	93.9 (-1.1)
	5	417.6 (1.3) ■	488.7 (12.8) ▲	66.5 (-2.6)	93.3 (0.6)
	7	474.7 (-13.4) ■	538.1 (-6.9) ▼	70.5 (-5.4)	93.8 (-1.6)
	9	532.1 (-0.5) ■	584.2 (2.0) ■	74.0 (-0.1)	93.7 (0.1)

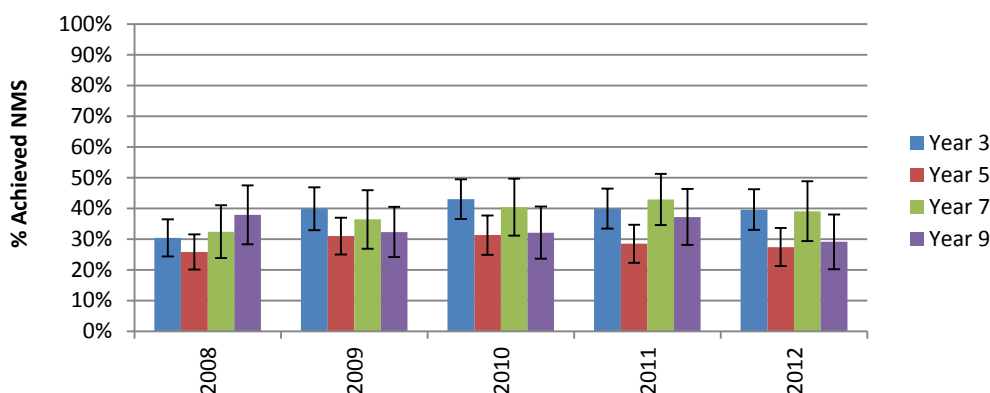
Notes: Figures represent 2012 result (% point change from 2008). For Mean Scale Score results **green** = significant increase, **red** = significant decrease, **light green** = non-significant increase, **light red** = non-significant decrease. For Proportion of students achieving NMS **green** = increase, **red** = decrease.

Achievement by Indigenous Status

4. Reading

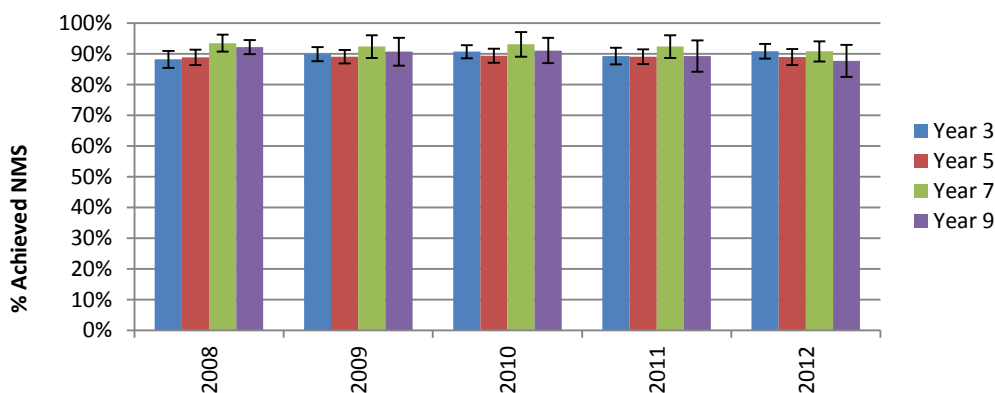
The percentage of Indigenous students achieving NMS in reading has increased in Years 3, 5 and 7 since 2008. Year 3 Indigenous students have shown the largest increase with 39.6% achieving NMS in 2012 compared to 30.4% in 2008, an increase of 9.2 percentage points. The percentage of non-Indigenous students achieving NMS in reading has increased in Years 3 and 5 since 2008. Year 3 non-Indigenous students have shown the largest increase with 90.8% achieving NMS in 2012 compared to 88.2% in 2008, an increase of 2.6 percentage points. In 2012, Year 3 and Year 7 had the highest percentage of students achieving NMS for both Indigenous and non-Indigenous students. The percentage of non-Indigenous students in the NT achieving NMS in reading is comparable to the Australian average across all year levels.

Figure 4.1 Percentage of NT Indigenous Students Achieving National Minimum Standard in Reading 2008 to 2012



Source: Australian Curriculum, Assessment and Reporting Authority 2012, NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney. For explanatory notes see page 9

Figure 4.2 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard in Reading 2008 to 2012

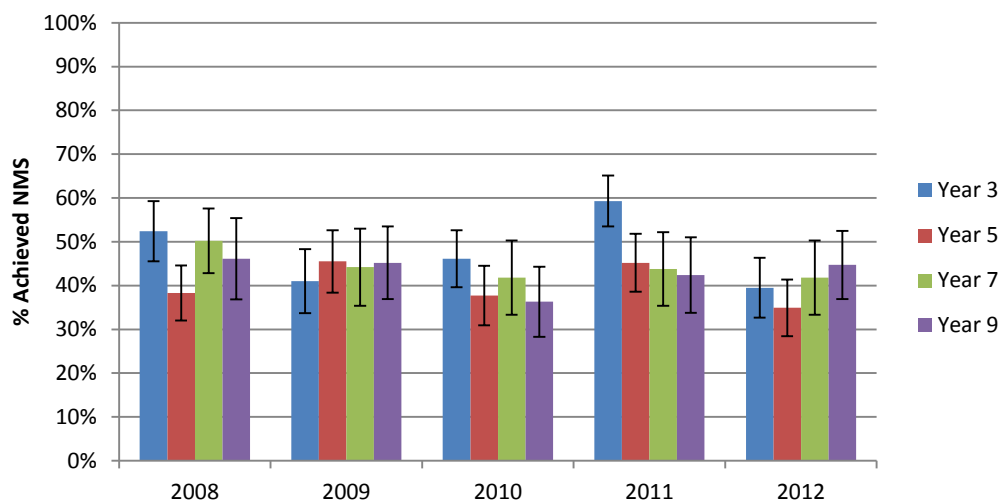


Source: Australian Curriculum, Assessment and Reporting Authority 2012, NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney. For explanatory notes see page 9

5. Numeracy

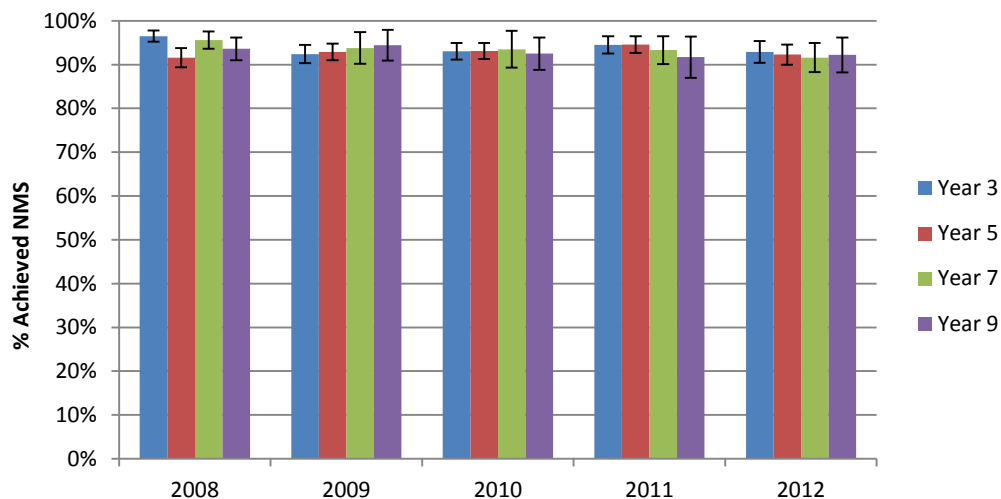
The percentage of Indigenous students achieving NMS in numeracy has decreased in all year levels since 2008. In 2012, Year 9 has the highest percentage of students achieving NMS which differs from the trend seen in previous years whereby Year 3 students generally have the highest percentage of students achieving NMS. The percentage of non-Indigenous students achieving NMS in numeracy has decreased in Years 3, 7 and 9 since 2008. The percentage of Year 5 non-Indigenous students achieving NMS has increased since 2008 with 92.3% achieving NMS in 2012 compared to 91.6% in 2008, an increase of 0.7 percentage points. The percentage of non-Indigenous students in the NT achieving NMS in numeracy is comparable to the Australian average across all year levels.

Figure 5.1 Percentage of NT Indigenous Students Achieving National Minimum Standard in Numeracy 2008 to 2012



Source: Australian Curriculum, Assessment and Reporting Authority 2012, NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney.
For explanatory notes see page 9

Figure 5.2 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard in Numeracy 2008 to 2012



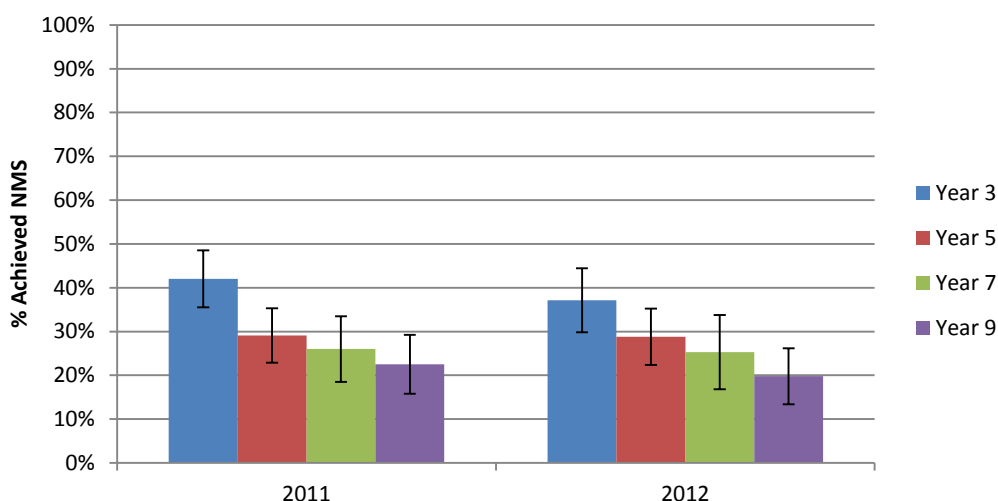
Source: Australian Curriculum, Assessment and Reporting Authority 2012, NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney.
For explanatory notes see page 9

6. Writing

In 2011 and 2012, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 and 2012 writing results should not be compared to previous years.

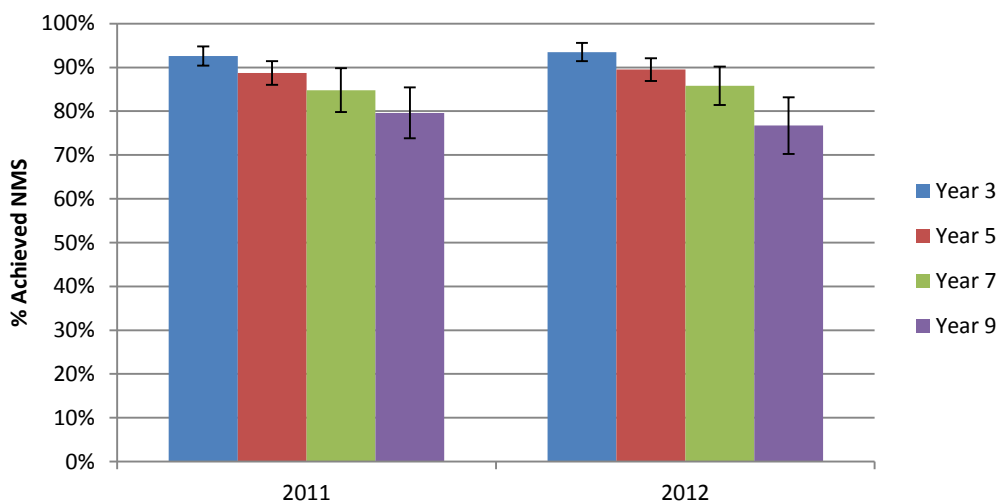
The percentage of Indigenous students achieving NMS in writing has decreased in all year levels since 2011. The percentage of non-Indigenous students achieving NMS in writing has increased in Years 3, 5 and 7 since 2011. Year 7 non-Indigenous students have shown the largest increase with 85.8% of non-Indigenous students achieving NMS in 2012 compared to 84.8% in 2011, an increase of 1.0 percentage point. Both Indigenous and non-Indigenous Year 3 students have the highest percentage of students achieving NMS in both 2011 and 2012.

Figure 6.1 Percentage of NT Indigenous Students Achieving National Minimum Standard in Writing 2011 to 2012



Source: Australian Curriculum, Assessment and Reporting Authority 2012, NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney. For explanatory notes see page 9

Figure 6.2 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard in Writing 2011 to 2012



Source: Australian Curriculum, Assessment and Reporting Authority 2012, NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney. For explanatory notes see page 9

2012 Northern Territory Certificate of Education and Training

The Northern Territory Certificate of Education and Training (NTCET) generally takes a minimum of two years to complete. It commences with Stage 1 (usually Year 11) and requires students to complete a pattern of studies in Stage 1 and Stage 2 (usually Year 12) subjects. Recognition for Vocational Education and Training (VET) may be included in the study pattern.

To qualify for a Northern Territory Certificate of Education and Training, students must record achievement in 200 credits and achieve satisfactory results in at least 140 credits. Students must also gain a C grade or higher for 20 credits of literacy, 10 credits of numeracy, 10 credits of the Personal Learning Plan and 60 credits at a C minus or better in Stage 2 subjects or their equivalent.

The NTCET replaced the Northern Territory Certificate of Education in 2011. With the new certificate came new completion requirements. The following graphs and data incorporate both certificates. It may not be appropriate to compare both sets of data as one.

2012 Results Release

Students who completed requirements for the NTCET during 2012 received their results on 19 December 2012. The release date was coordinated with the South Australian Certificate of Education Board of South Australia (SACE Board of SA). All students in the Northern Territory and South Australia in urban, regional and remote areas received their results on the same day.

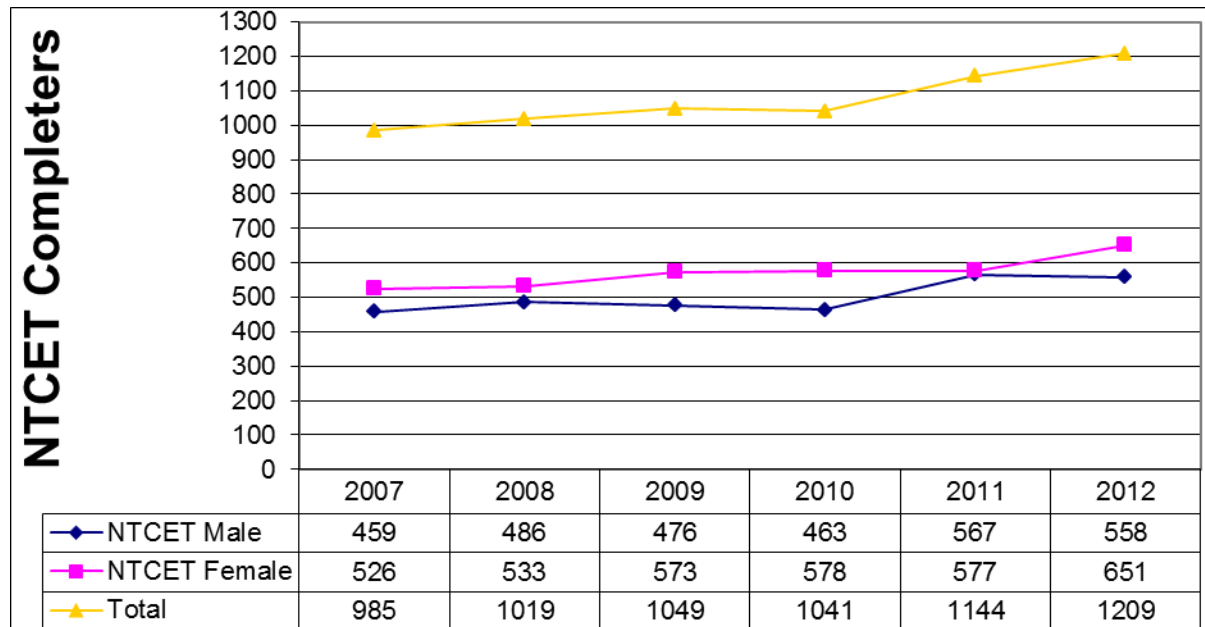
A results enquiry service (RES) was available to Year 12 students and their parents from 19 December 2012 to 11 January 2013. This service, operating from the Curriculum, Assessment and Certification 10-12 team, Department of Education and Children's Services, assisted students with interpreting results 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 twenty calls.

2012 Northern Territory Certificate of Education and Training Statistics

NTCET completion by government and non-government sector

The following graph shows student achievement in the NTCET from 2007 to 2012.

Figure 1 Total number of NTCETs issued to students, 2007 to 2012



One thousand, eight hundred and twenty-three Northern Territory students studied one or more Stage 2 subjects in 2012. Of these students, 1288 had the correct enrolment pattern to be eligible to complete their NTCET during 2012.

The Northern Territory Board of Studies (NTBOS) issued 1209 Northern Territory Certificates of Education and Training to students in 2012. The completion rate was 96%, an increase from 89% in 2011.

Of the Stage 2 students who received their certificate in 2012, 651 (54%) were female and 558 (46%) male.

Figure 2 Total number of NTCETs issued to government and non-government students, 2007 to 2012

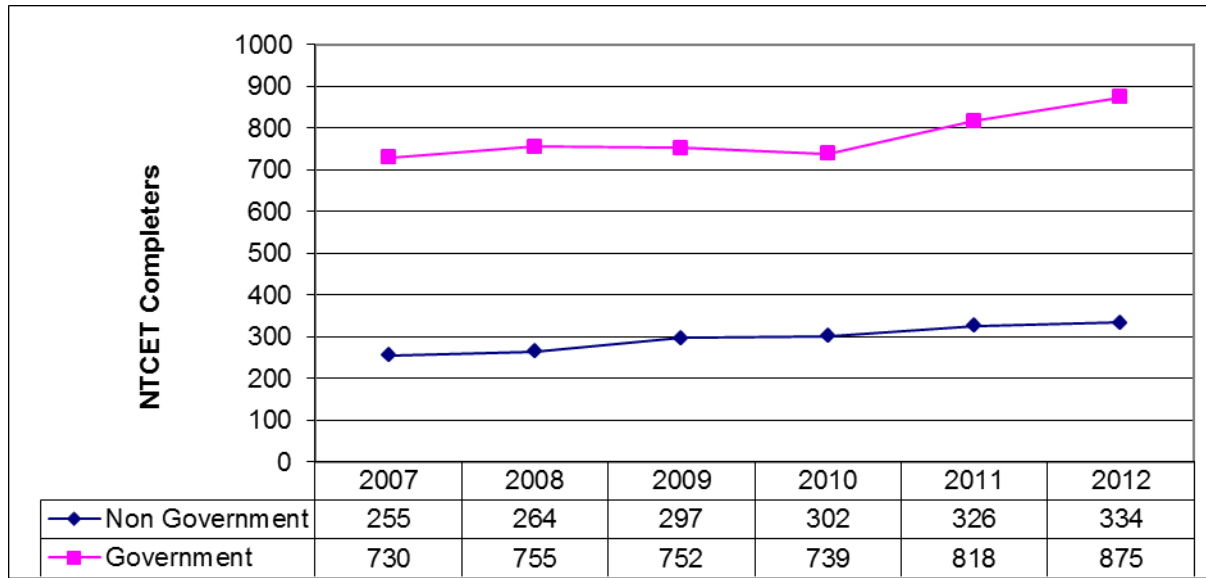
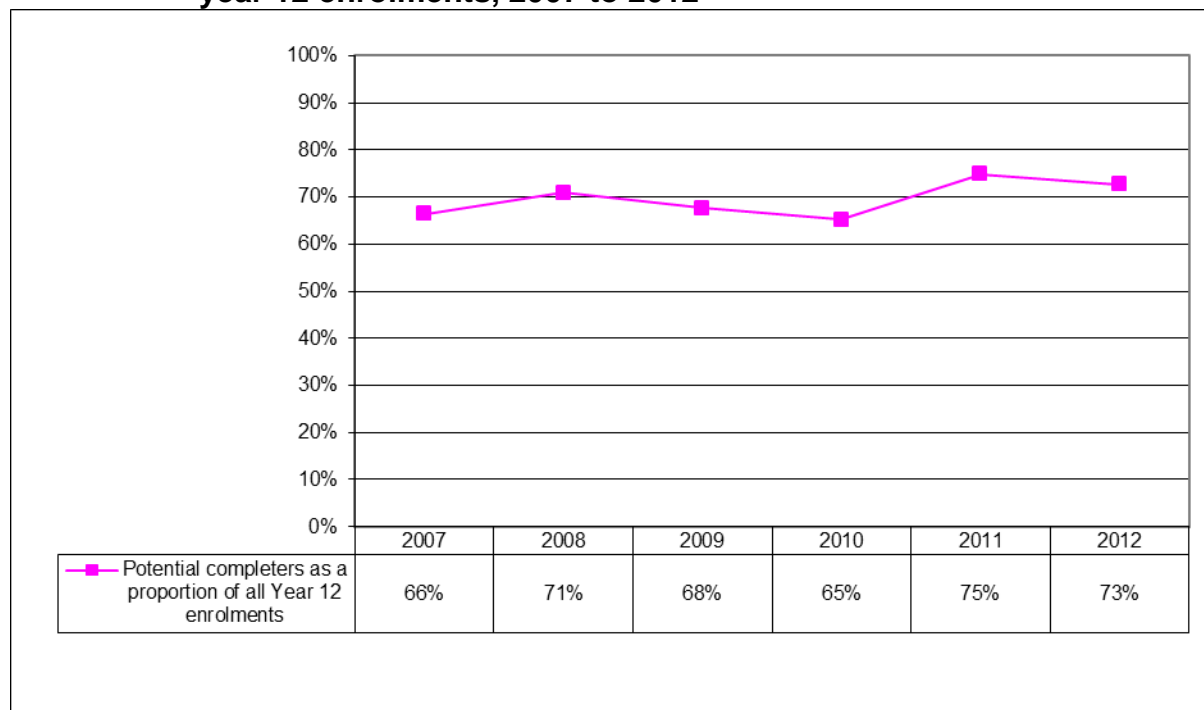


Figure 2 shows that there has been a steady increase in the number of students receiving the NTCET from 2007 to 2012 at government and non-government schools. In 2012, there was an increase of 6% in students gaining an NTCET in both government and non-government schools.

Figure 3 Number of potential NTCET completers compared to the number of year 12 enrolments, 2007 to 2012



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

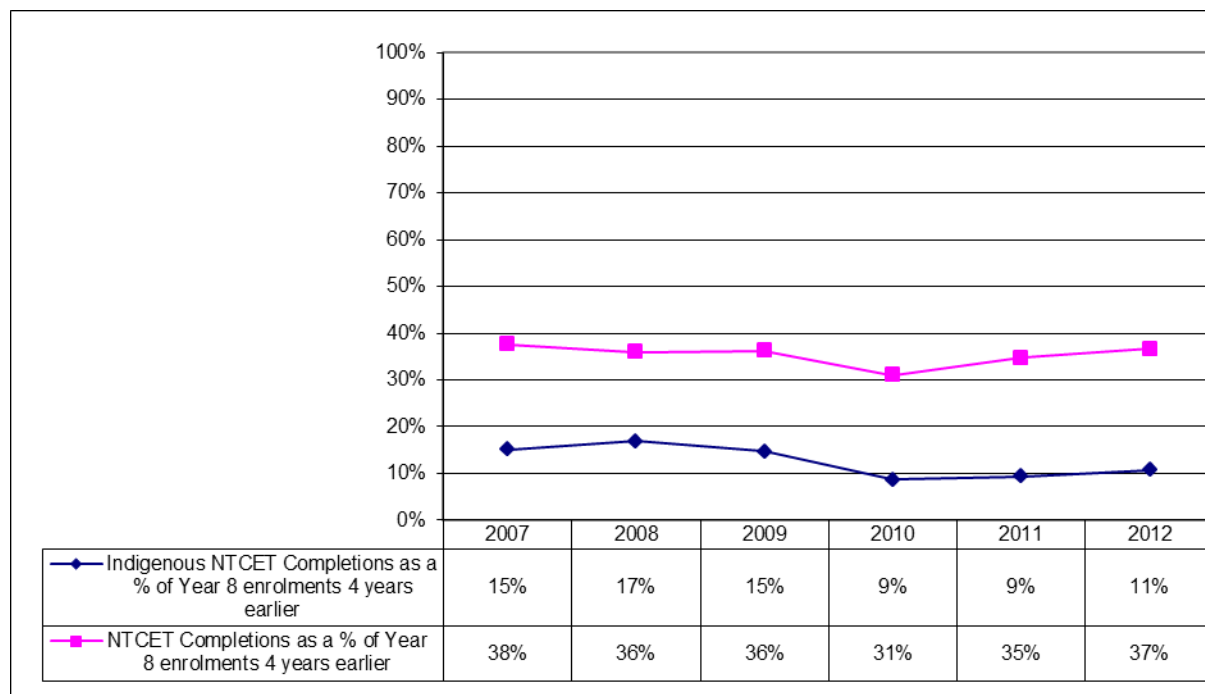
- meet the NTCE pattern
- record achievement in twenty two units and
- obtain satisfactory achievement in at least sixteen of them.

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

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

Figure 3 shows that in 2012, approximately 73% of students who start the year enrolled in Year 12 become potential completers. However, many students who were enrolled in Year 8 four years prior do not reach Year 12 as indicated by Figure 4. This number includes students who have left school for employment or transferred to a school interstate.

Figure 4 Number of NTCET completions compared to the number of Year 8 students four years earlier, 2007 to 2012



Note: The DECS Strategic Policy and Performance Division has revised some of their Age Grade Census figures from 2007 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 NTCET four years later and less than 40% of all Year 8 students go on to complete their NTCET four years later. The significant drop between 2009 and 2010 can be attributed to a significant increase in both the number of Year 8 Indigenous students and all Year 8 students between 2005 and 2006. This was due to the reclassification of grading in several schools from “ungraded” into Year 8.

Indigenous Completion

Of the 1209 students receiving their NTCET, 135 (11%) identified as Indigenous.

The 135 students comprised seventy-one females and sixty-four males. Eight Indigenous students achieved their NTCET studying in their own community in 2012: Shepherdson College (1), Ramingining School (4), Yirkala School (1) and Gunbalanya School, West Arnhem College (2). Fifteen students who were located in a remote location completed their NTCET at NT Open Education Centre. Ten of these students were from Gapuwiyak School.

The top Indigenous NTCET student was from Darwin High School.

Figure 5 Total number of NTCETs issued by Indigenous status, 2007 to 2012

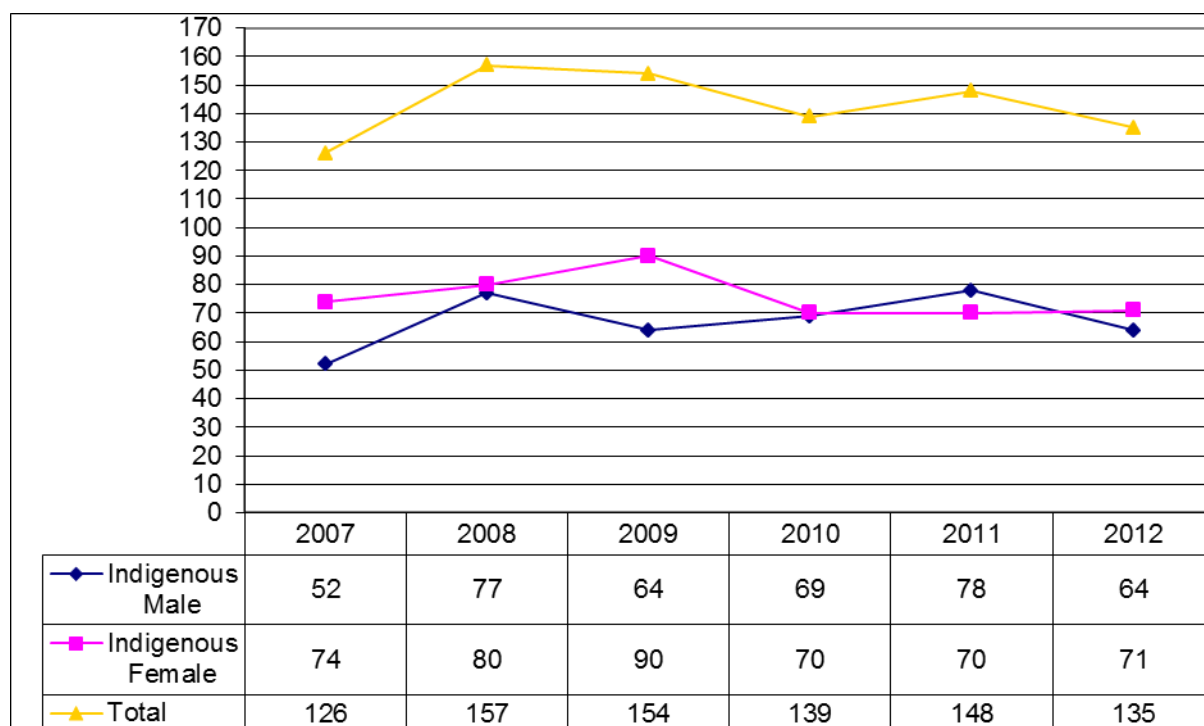


Figure 5 shows that the number of Indigenous NTCET completers is on a slight downward trend. In 2012 there was a decrease in completions by regional and remote Indigenous students. The fluctuations in Indigenous NTCET completer numbers are characteristic of the early stages of development of the remote schools. The cohorts coming through the schools are not consistent in size or nature and in 2012 there was a significant decrease in completions. 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 NTCET.

Longitudinal Data

Table 1 Students enrolled as Year 12 compared to NTCETs issued, 2007 to 2012

Year	Total Year 12 Students*# (%NTCET)	Possible Completing Students** (%NTCET)	Year 12 Female*# (%Yr 12)	Year 12 Male*# (%Yr 12)	NTCET Issued	NTCET Female (%NTCET)	NTCET Male (%NTCET)
2012	1773 68%	1288 94%	901 51%	872 49%	1209	651 54%	558 46%
2011	1711 67%	1281 89%	826 48%	885 52%	1144	577 50%	567 50%
2010	1693 61%	1104 94%	901 53%	792 47%	1041	578 56%	463 44%
2009 #	1677 63%	1133 93%	878 52%	799 48%	1049	573 55%	476 45%
2008	1678 61%	1190 86%	866 52%	812 48%	1019	533 52%	486 48%
2007	1675 59%	1113 88%	865 52%	810 48%	985	526 53%	459 47%

* Prior to 2010 the data for this table was based on August Age-Grade Census provided by DECS' former Business, Planning and Information Division. Remaining data is provided by DECS Strategic Policy and Performance Division.

** Previously these students were referred to as being enrolled in 10 or more Stage 2 units. Up until 2010 they were defined as being enrolled in 6 Stage 2 units with a total enrolment of 22 units. In 2011, they were defined as enrolled in 60 Stage 2 credits with a total enrolment of 200 credits.

2007 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 university aggregates that ranged from 75.6 to 79.8 out of 80. Eight (36%) of the top twenty-two students were female and fourteen (64%) were male (there were twenty-two students acknowledged in 2012 with two students gaining university aggregates of 75.6). Also included for the first time were students who gained an NTCET in the year prior without receiving a university aggregate.

Fifteen of the twenty-two students in the top twenty were from Darwin High School, three from Katherine High School, three from St Philip's College, Alice Springs, and one from Casuarina Senior College.

Subject merits are presented to students for meritorious achievement in a SACE Board-accredited subject. Students can gain a subject merit in a Stage 2 SACE Board-accredited subject, if they meet the following two criteria:

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

Forty-six subject merits were awarded to thirty-one students in eighteen subjects from seven schools. Two students achieved Certificates of Merit in four subjects and two students achieved Certificates of Merit in three subjects.

Stage 1 Results

Figure 6 below provides the percentage of students by learning area that obtained a grade of C or above.

All students awarded a result in any subject in the learning area have been included.

Figure 6 Stage 1 results by learning area, 2012

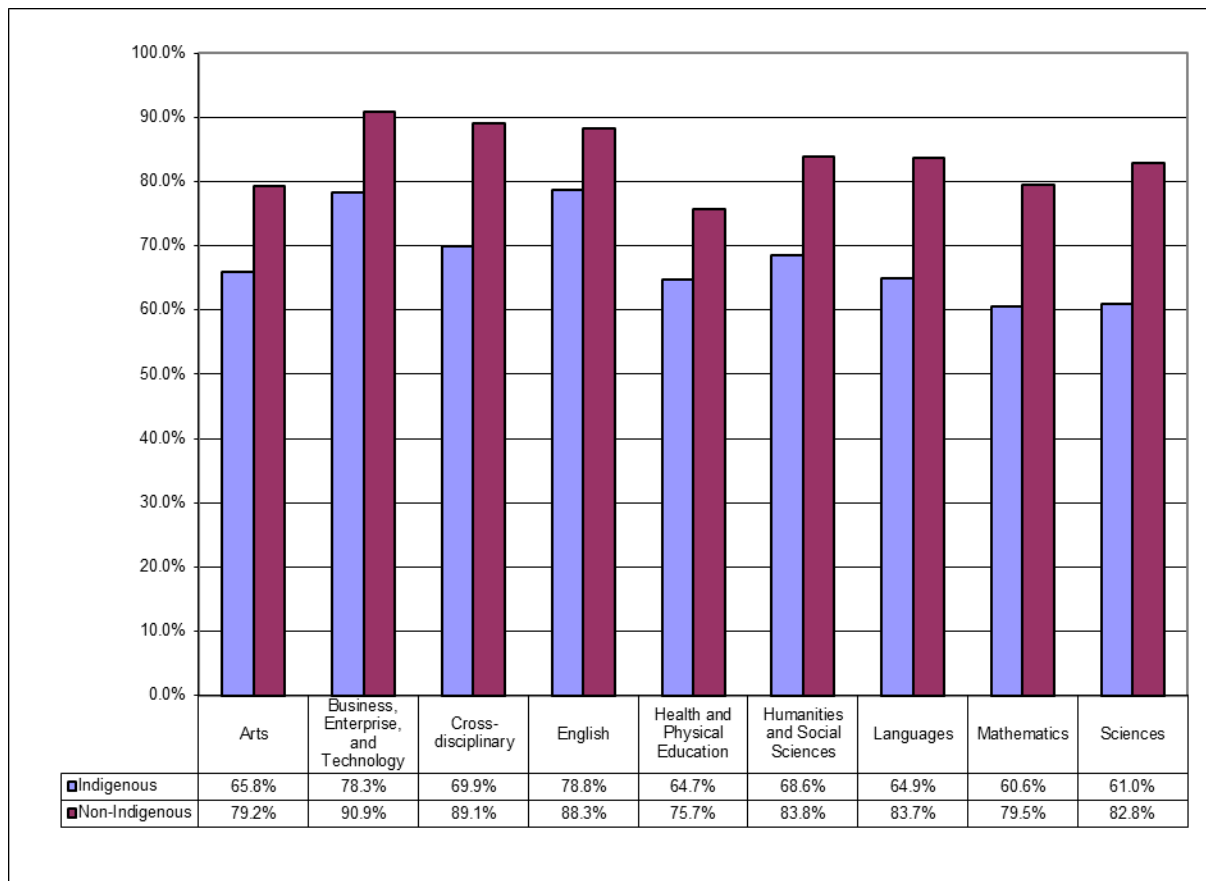


Figure 6 shows that the percentage of Indigenous students obtaining a grade of C or above at Stage 1 is significantly less than that of non-Indigenous students across all learning areas.

The learning areas where there are smaller differences in the percentage of students obtaining a grade of C or above are in English and Health and Physical Education. The lowest rates of students obtaining a grade of C or above by learning area are in Mathematics for Indigenous students and Health and Physical Education 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, 2012

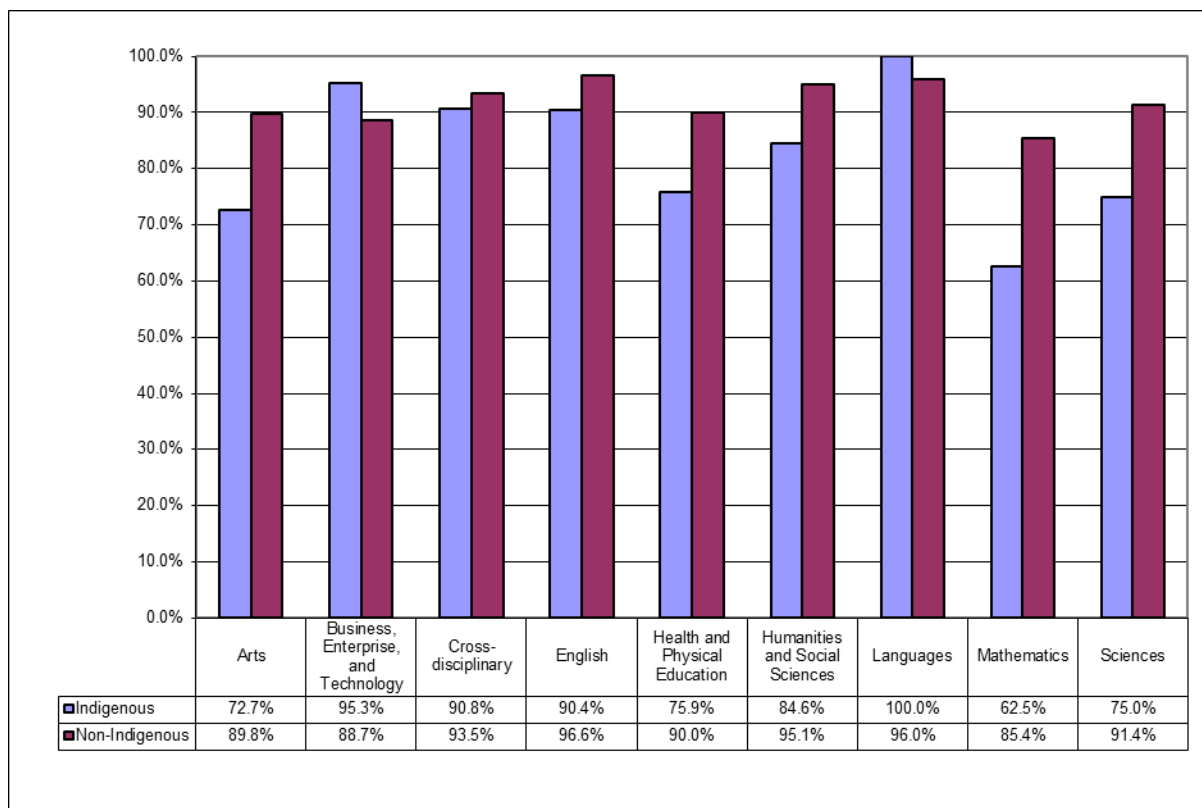


Figure 7 shows that the percentages of Indigenous students gaining satisfactory achievement at Stage 2 are greater than those of non-Indigenous students in the learning areas of Business, Enterprise and Technology and Languages.

The learning areas with the largest differences in the percentage of students gaining satisfactory achievement are Mathematics and The Arts. For Indigenous students, Mathematics and Arts are the learning areas with the lowest rates of satisfactory achievement and for non-Indigenous students Mathematics and Business, Enterprise and Technology are the learning areas with the lowest rates of satisfactory achievement.

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

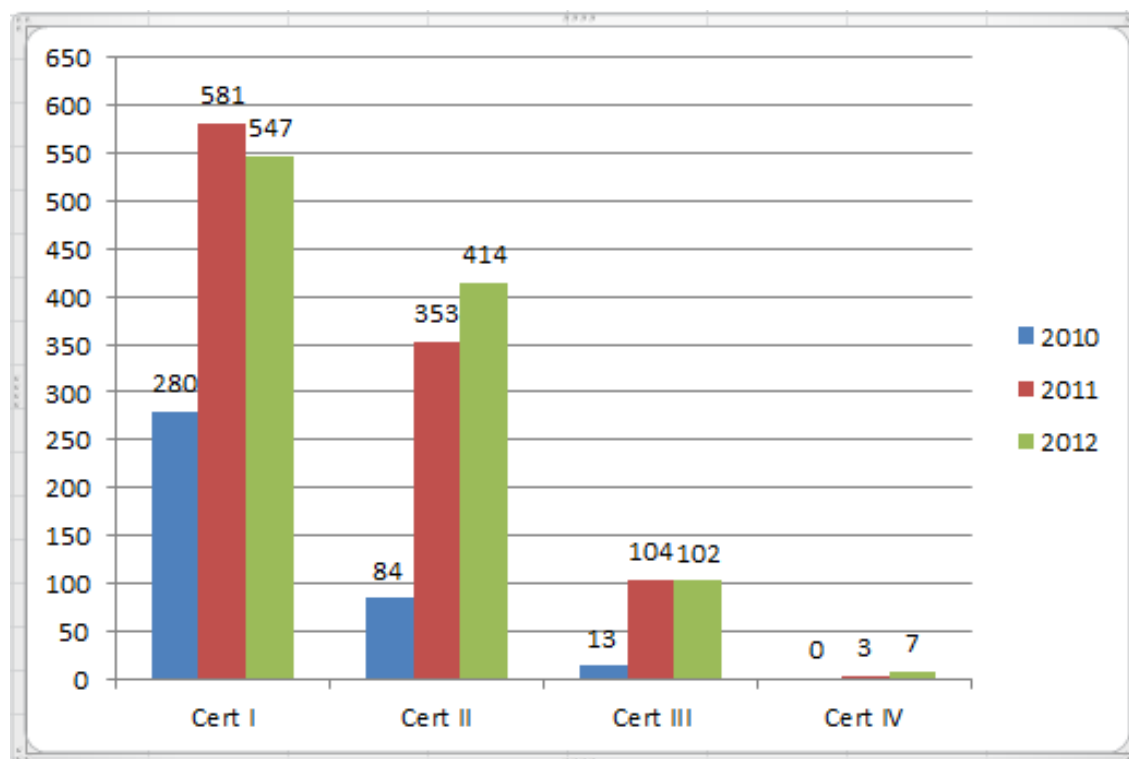
Table 1: NTCET students and their VET completions

VET completions	2012
Number of students who completed the NTCET with VET	533
Number of students who completed the NTCET and wouldn't have done so without VET contribution	254

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

Forty-four per cent of students completed VET competencies and an NTCET. Twenty-one per cent of students used the VET to complete their NTCET.

Table 2: 2012 NT student VET qualification certificate completions



In 2012, 1070 Northern Territory school students completed VET qualification certificates.

- 547 Certificate I
- 414 Certificate II
- 102 Certificate III
- 7 Certificate IV.

Northern Territory Board of Studies Student Awards 2012

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.

The ceremonies recognised academic excellence among 2012 school leavers. The awards formally recognised the top twenty students in the Northern Territory Certificate of Education and Training (NTCET) and students who received an A+ with merit. In addition, students who achieved International Baccalaureate merits, the Australian Student Prize and industry-sponsored awards for particular subjects were recognised. In total 134 awards were presented at these ceremonies.

Awards presented to graduates at the ceremonies held in Alice Springs and Darwin in 2012 were:

1. Chief Minister's award for the Most Outstanding Stage 2 NTCET student
2. Chief Minister's award for the Most Outstanding Stage 2 NTCET Open Education student
3. Chief Minister's award for the Most Outstanding Stage 2 NTCET Indigenous student
4. GTNT Most Outstanding School-Based Apprentice or Trainee of the Year award
5. GTNT School-Based Trainee – High Commendation award
6. Australian Students' Prize
7. Top twenty Year 12 Northern Territory Certificate of Education and Training students
8. Year 12 Certificates of Merit (Stage 2)
9. Ian MacGregor Rotary award for English Studies
10. Ian MacGregor Rotary award for excellence in English Communications
11. Mathematics Teachers Association of the Northern Territory Vic Czernekjy Mathematics award
12. Northern Territory Treasury Mathematics award
13. Australian Computer Society ICT award for Information Technology
14. Department of Business, Business and Enterprise award
15. Dennis Thomson Estate and Australian Veterinary Association (NT Division) Science award
16. Australia Day Council Australian History award
17. Administrator's Medal for Territory primary years scholar
18. Administrator's Medal for Territory middle years scholar
19. Minister's award for the Most Outstanding International Baccalaureate Student
20. International Baccalaureate Certificates of Merit
21. International Association of Hydrogeologists (NT branch) Geography award
22. Telstra Top Remote Indigenous student award
23. Vocational Education and Training in Schools Year 11 award
24. Vocational Education and Training in Schools Year 12 award
25. Northern Territory Music School Music award
26. Royal Australian Chemical Institute Chemistry award
27. Charles Darwin University Top Ten Australian Tertiary Admission Rank awards
28. Charles Darwin University Top Indigenous Australian Tertiary Admission Rank award
29. Australian Meteorological and Oceanographic Society Physics award
30. NT Indigenous Education Council Indigenous NTCET with VET award
31. Law Society NT Legal Studies award
32. Menzies School of Health Research Biology award

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

Winners of 2012 Awards:

Chief Minister's award for the Most Outstanding Stage 2 NTCET Student

Sophie Philip Darwin High School

Chief Minister's award for the Most Outstanding Stage 2 NTCET Indigenous Student

Jamie Collins Darwin High School

Chief Minister's award for the Most Outstanding Stage 2 NTCET Open Education Student

Shenade Bell NT Open Education Centre and Urapunga School

Minister's award for the Most Outstanding International Baccalaureate Student

Stephen Enciso Kormilda College

Top twenty ranked Year 12 NTCET Students

Name	Last Name	School	Score	Rank
Sophie	Philip	Darwin High School	79.8	1
Chris Zi-Fan	Zhao	Darwin High School	79.4	2
Rachael	McCullough	St Philip's College	79.2	3
Ellis	Armitage	Darwin High School	79	4
Khaya	Mpehle	Darwin High School	78.8	5
Yige	Wang	Darwin High School	78.8	5
Mallory	McGuinness	Darwin High School	78.6	7
Prabhatha	Polwaththe	Darwin High School	78.4	8
	Rathubaduge			
Jethro	Dickens	Darwin High School	78.2	9
Isaac	Zahra	St Philip's College	78.2	9
Matthew	Bell	Katherine High School	78.2	9
Claire	Robertson	St Philip's College	77.2	12
Samuel	Newbery	Darwin High School	77.2	12
Ashlee	Craven	Katherine High School	76.6	14
Daniel	Maglieri	Darwin High School	76.4	15
Mei Siu	Lim	Darwin High School	76.2	16
Miranda	Cowley	Darwin High School	76	17
Showmik	Chowdhury	Darwin High School	76	17
Jedda	Bennett-Kellam	Darwin High School	75.8	19
Darren	Lay	Casuarina Senior College	75.8	19
Thomas	Jackson	Katherine High School	75.6	21
Fayth-Adelaide	Christie	Darwin High School	75.6	21

Australian Student Prize

Name	Last Name	School
Stephen	Enciso	Kormilda College
Sophie	Philip	Darwin High School
Chris	Zi-Fan Zhao	Darwin High School

Year 12 Certificates of Merit

<i>Name</i>	<i>Last Name</i>	<i>School</i>	<i>Subject</i>
Angus Ellis	MacGregor Armitage	Centralian Secondary College Darwin High School	Aboriginal Studies Mathematical Studies, Physics, Specialist Mathematics
Michaela Miranda Jethro	Blake Cowley Dickens	Darwin High School Darwin High School Darwin High School	Health Physics English Studies, Mathematical Studies
Natasha Rhiannon Timothy Mei Siu Daniel Sian Samuel Mallory Khaya	Hertel Holdsworth Lawson Lim Maglieri Mann Manolas McGuinness Mpehle	Darwin High School Darwin High School Darwin High School Darwin High School Darwin High School Darwin High School Darwin High School Darwin High School Darwin High School	Health Chemistry English Communications Visual Arts – Design Chemistry Visual Arts – Art Mathematical Methods Biology, Physics Physics, Specialist Mathematics
Sophie	Philip	Darwin High School	English Studies, Legal Studies, Mathematical Methods, Modern History
Prabhatha Taima	Polwaththe Rathubaduge Rahman	Darwin High School Darwin High School	Mathematical Studies, Physics English as Second Language Studies
Yige Chris Zi-Fan	Wang Zhao	Darwin High School Darwin High School	Physics Chemistry, English as Second Language Studies, Mathematical Studies, Physics
Cody Matthew	Festing Bell	Katherine High School Katherine High School	Scientific Studies Chemistry, English Communications
Thomas Daylen	Jackson van De- Veerdonk	Katherine High School NT Open Education Centre	Chemistry Health
Breanna Annelies	Kerle Doecke	O'Loughlin Catholic College Our Lady of the Sacred Heart College	Integrated Learning Modern History
Aleesha	O'Hanlon	Our Lady of the Sacred Heart College	Modern History
Rachael	McCullough	St Philip's College	English Studies, Mathematical Studies, Physics
Claire Jack Darcy Isaac	Robertson Snowdon Thornton Zahra	St Philip's College St Philip's College St Philip's College St Philip's College	English Studies Physical Education English Communications English Studies

Mathematics Teachers Association of the Northern Territory Vic Czernezkyj

Mathematics award

Ellis Armitage Darwin High School

NT Treasury Mathematics award

Sophie Philip Darwin High School

Ian MacGregor Rotary award for English Studies

Rachael McCullough St Philip's College

Ian MacGregor Rotary award for excellence in English Communications

Darcy Thornton St Philip's College

Australia Day Council NT Australian History Award

Claire Lindsey O'Loughlin Catholic College

Department of Business, Business and Enterprise award

Lisa van Munster Casuarina Senior College

**Dennis Thomson Estate and Australian Veterinary Association (NT Division)
Science award**

Chris Zi-Fan Zhao Darwin High School

Royal Australian Chemical Institute (NT) Chemistry award

Chris Zi-Fan Zhao Darwin High School

Australian Computer Society ICT award for Information Technology

Phattharaphol Chaonafai Darwin High School

International Association of Hydrogeologists (NT) Geography award

Katherine Mackay NT Open Education Centre

Telstra Top Remote Indigenous Student award

Zane Slater NT Open Education Centre, Jabiru Area School

Northern Territory Music Schools Music award

Dein Cantrill Casuarina Senior College

GTNT Most Outstanding School-Based Apprentice/Trainee of the Year award

Tyler Donovan O'Loughlin Catholic College

GTNT School-Based Trainee High Commendation award

Scott Miller West Arnhem College, Jabiru Area School

Australian Meteorological and Oceanographic Society Physics award

Ellis Armitage Darwin High School

Northern Territory Indigenous Education Council Indigenous NTCET with VET award

Jamie Collins Darwin High School

Charles Darwin University Top Indigenous Australian Tertiary Admission Rank award

Jamie Collins Darwin High School

Law Society NT Legal Studies award

Sophie Philip Darwin High School

Administrator's Medal for Territory primary years scholar

Morgan Gurry Parap Primary School

Administrator' Medals for Territory middle years scholar

Caelan Ikin Palmerston Christian School

Menzies School of Health Research Biology award

Mallory McGuinness Darwin High School

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

Tre Manning-Watson Darwin High School

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

Rebecca Kerrisk Good Shepherd Lutheran College

Charles Darwin University Top Ten ATAR awards

<i>Name</i>	<i>School</i>
Stephen Enciso	Kormilda College
Sophie Philip	Darwin High School
Chris Zi-Fan Zhao	Darwin High School
Rachael McCullough	St Philip's College
Miguel Lontoc	Kormilda College
James Martin	Kormilda College
Darcy Tupper-Creed	Kormilda College
Ellis Armitage	Darwin High School
Khaya Mpehle	Darwin High School
Yige Wang	Darwin High School
Mallory McGuinness	Darwin High School

International Baccalaureate Certificates of Merit

<i>Name</i>	<i>School</i>	<i>Category</i>
Abbey Bradhurst	Kormilda College	English A1 Higher Level
Stephen Enciso	Kormilda College	Spanish B Higher Level, Economics Higher Level, Biology Standard Level, Chemistry Standard Level, Mathematics Standard Level, Theory of Knowledge
Tristan Hanssen	Kormilda College	French B Higher Level
Miguel Lontoc	Kormilda College	Spanish ab initio Standard Level, Economics Higher Level, Chemistry Higher Level, Physics Standard Level, Mathematics Standard Level
James Martin	Kormilda College	English A1 Higher Level, Spanish ab initio Standard Level, Economics Higher Level, Biology Standard Level, Mathematics Standard Level
Jessica Pickering	Kormilda College	English A1 Higher Level, Extended Essay – History
Edward Short	Kormilda College	Theory of Knowledge
Darcy Tupper-Creed	Kormilda College	English A1 Higher Level, Chemistry Higher Level, Physics Standard Level, Theory of Knowledge
Christopher Wevill	Kormilda College	Biology Higher Level

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 2012 school year are listed below:

Year 12 Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Jaclyn	Kilpatrick	Barkly College – Tennant Creek High School
Avik	Mason	Casuarina Senior College
Katelyn	Dunn	Centralian Senior College
Chris Zi-Fan	Zhao	Darwin High School
Rangi	McLennan	Darwin High School
Lindsay	Turley	Good Shepherd Lutheran College
Timothy	Burgess	Kormilda College
Karen	Dang	Marrara Christian College
Hailey	Williams	Nhulunbuy High School
Shenade	Bell	NT Open Education Centre
Kate	Wauchope	O’Loughlin Catholic College
Hayley	Chamberlain	Palmerston Senior College
Rachael	McCullough	St Philip’s College
Claire	Robertson	St Philip’s College
Zoe	Owens	Taminmin College
Renee	Guesnon	The Essington School Darwin

Year 12 International Baccalaureate

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
James	Martin	Kormilda College

Year 12 Indigenous Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Jemma	Paterson	Barkly College – Tennant Creek High School
Dylan	Dawes	Casuarina Senior College
Petra	Wallis	Centralian Senior College
Deanna	Park	Darwin High School
Shani	Williams	Kormilda College
Baykali	Ganambarr	Marrara Christian College
Anthony	Baird	NT Open Education Centre
Tahlee	Fereday	O’Loughlin Catholic College
Laila	Wade	Palmerston Senior College
Caroline	McClure	St Philip’s College
Leon	Milne	Taminmin College

Year 12 – Learning Support Achievers

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Grant	Hanson	Barkly College – Tennant Creek High School
Beau-Patrick	Finch	Casuarina Senior College
Olivia	Johnson	Centralian Senior College

Year 9 Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Emma	Nowak	Alyangula Area School
Makhosini	Khumalo	Araluen Christian College
Natasha	Pym	Barkly College - Tennant Creek High School
Billie	Turner	Batchelor Area School
Bianca	Mitchell	Centralian Middle School
Tina	Cheng	Darwin Middle School
Lauren	Northcote	Dripstone Middle School
Yasmine	Steiner	Good Shepherd Lutheran College
Megan	Leong	Kormilda College
James	Tomelty	Katherine School of the Air
Caitlin	Todd	Marrara Christian College
Radita	Naowal	Nightcliff Middle School
Alicia	Wong	Nhulunbuy Christian College
Alexander	Parfitt	Nhulunbuy High School
Makayler	Stivey	O’Loughlin Catholic College
James	Smith	Palmerston Christian School
Chanel	Gardiner	Rosebery Middle School
Parthiv	Gaykar	Sanderson Middle School
Pristine	Cook	Sattler Christian College
Cloe	Crowhurst	St Joseph’s Catholic College
Ashley	Smith	St Philip’s College
Jasmin	Aitken	Taminmin College
Charlotte	Thompson	The Essington School Darwin

Year 6 Students

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Natasha	Nott	Adelaide River Primary School
Catherine	Wright	Alawa Primary School
Jack	Weir	Alice Springs School of the Air
Raphael	Bradbury	Alyangula Area School
Francesca	de Souza	Anula Primary School
Ryan	Bell	Araluen Christian College
Danica	Jenner	Bakewell Primary School
Rhett	Turner	Batchelor Area School
Shakiah	Brown	Bees Creek Primary School
Xenobia	Martin	Borroloola School
Lauren	Baseley	Bradshaw Primary School
Anthony	Drew	Braitling Primary School
Emily	Connolly	Casuarina Street School
Dino	Lucchese	Clyde Fenton Primary School
Dylan	McPharlin	Driver Primary School
Ebony	Voigt	Durack School
Nirali	Panchal	Gillen School

<i>First Name</i>	<i>Last Name</i>	<i>School</i>
Aaron	Fidock	Girraween Primary School
Connor	Marshall	Good Shepherd Lutheran College
Rhema	Jacob	Gray Primary School
Carmel	Ferrer	Holy Family Catholic Primary School
Bridget	Myerscough	Holy Spirit School
Jacob	Martin	Howard Springs Primary School
Portia	Gallagher	Humpty Doo Primary School
Melanie	Lu	Jingili Primary School
Tamzen	Paddy	Kalkaringi School
Ryan	O'Callaghan	Karama Primary School
Philip	Sullivan	Katherine School of the Air
Chelice	McDinny	Kiana School
Jessica	Gatenby	Larapinta Primary School
Aidan	Fong	Larrakeyah Primary School
Haylea	Purnell	Leanyer Primary School
Tiara	Purcell	Ludmilla Primary School
Louis	Campbell-Kossack	MacFarlane Primary School
Alison	Fleming	Malak Primary School
Nafi	Mazid	Manunda Terrace Primary School
Isaac	Dimmick	Marrara Christian College
Zachary	Saynor	Moil Primary School
Zac	Allen	Moulden Park School and Neighbourhood Centre
Digby	Williams	Nakara Primary School
Layla	Coles	Nhulunbuy Primary School
Megan	Donovan	Nhulunbuy Christian College
Max	Davies	Nightcliff Primary School
Tabitha	May	Palmerston Christian School
Morgan	Gurry	Parap Primary School
Talia	Erihe-Liddicoat	Rosebery Primary School
Dominic	Boffa	Ross Park Primary School
Chelsea	Probyn	Sacred Heart Catholic Primary School
Laura	Trezise	Sadadeen Primary School
Seth	Dooley	Sattler Christian College
Zoe	Chesworth	St Andrew Lutheran Primary School
Ann	Trinh	St Francis of Assisi Catholic Primary School
Jarius	Hoffman	St Joseph's Catholic College
Rafael	Lontoc	St Mary's Catholic Primary School
Imogen	Bowden	St Paul's Catholic Primary School
Ethan	Rose	Stuart Park Primary School
Hannah	Verdillo	Tennant Creek Primary School
Chloe	Alder	The Essington School Darwin
Alisa	Mai	Wagaman Primary School
Rhys	Harris	Wulagi Primary School
Leah	Knight	Woodroffe Primary School

2012 Membership of the Board

Chair
Professor Steven Larkin

Members	Member category
Mr Christopher Young	One of two members who represent the interests of employers
Mr Hugh Roberts	One of two members who represent the interests of employers
Ms Maree Bredhauer	Member who represents the interests of head teachers of primary schools
Professor Peter Kell	Member who represents post-school education
Ms Jennifer Nash	Member who represents the interests of head teachers of secondary schools
Ms Shelley Martin	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 Northern Territory
Ms Saraswathi Griffiths-Chandran to 25/5/12 Mrs Susan Wright	Member who represents the interests of parents of children who attend government schools
Ms Susan Bowden	Member who is an employee of the Department administering the <i>Education Act</i>
Dr Susan Bandias	Member nominated Unions NT
Mrs Sharon Duong	Member nominated by the Northern Territory Catholic Education Office
Mr Martin Glass	Member who represents the interests of parents of children who attend non-government schools
Ms Pauline Schober	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 2012

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
Information Processing and Publishing
Information Technology
Material Products
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 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

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

SELF-DIRECTED COMMUNITY LEARNING PROGRAMS

Community Development
Independent Living
Performance
Recreation Skills and Management
Self-development
Sports Skills and Management
Volunteering
Works Skills and Career Development

Stage 2 subjects 2012

ARTS

Creative Arts:

Creative Arts
Creative Arts: Modified
Dance
Drama

Music:

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

Visual Arts:

Visual Arts – Art
Visual Arts - Design

BUSINESS, ENTERPRISE and TECHNOLOGY

Accounting

Business and Enterprise

Business and Enterprise
Business and Enterprise: Modified

Design and Technology

Communication Products I
Communication Products II
Material Products I
Material Products II
Systems and Control Products I
Systems and Control Products II
Information Processing and Publishing
Information Technology

Workplace Practices

Workplace Practices A
Workplace Practices B
Workplace Practices

CROSS-DISCIPLINARY

Community Studies

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

Cross-Disciplinary Studies

Cross-Disciplinary Studies
Cross-Disciplinary Studies: Modified
Integrated Learning
Research Project
Research Project: Modified

ENGLISH

English as Second Language
English as Second Language Studies
English Communications

English Pathways

English Pathways
English Pathways: Modified
English Studies

HEALTH AND PERSONAL DEVELOPMENT

Child Studies
Food and Hospitality

Health

Health
Health: Modified
Outdoor Education
Physical Education

HUMANITIES AND SOCIAL SCIENCES

Aboriginal Studies
Australian and International Politics

Australian History
Classical Studies
Economics
Geography
Legal Studies
Media Studies
Modern History
Philosophy
Religion Studies

Society and Culture

Society and Culture
Society and Culture: Modified
Tourism
Women's Studies

LANGUAGES

Albanian (continuers)
Arabic (beginners)
Arabic (continuers)
Armenian (continuers)
Auslan (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
Bosnian (continuers)
Chinese (background speakers)
Chinese (beginners)
Chinese (beginners)
Croatian (continuers)
Dutch (continuers)
Filipino (continuers)
French (beginners)
French (beginners)
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)

Languages and Culture

Language and Culture
Language and Culture: Modified
Latin (continuers)
Macedonian (continuers)
Malay (background speakers)
Maltese (continuers)
Modern Greek (beginners)
Modern Greek (continuers)
Persian (background speakers)
Polish (continuers)
Portuguese (continuers)
Punjabi (continuers)
Romanian (continuers)
Russian (background speakers)
Russian (continuers)
Serbian (continuers)
Sinhala (continuers)
Spanish (beginners)
Spanish (continuers)
Swedish (continuers)
Tamil (continuers)
Turkish (continuers)
Ukrainian (continuers)
Vietnamese (background speakers)
Vietnamese (continuers)
Yiddish (continuers)

MATHEMATICS

Mathematical Applications
Mathematical Methods

Mathematical Pathways

Mathematical Pathways
Mathematical Pathways: Modified
Mathematical Studies
Specialist Mathematics

SCIENCE

Agriculture and Horticulture

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

Agricultural and Horticultural
Science
Agricultural and Horticultural Studies
Biology
Chemistry
Geology
Nutrition
Physics
Psychology

Scientific Studies

Scientific Studies

Scientific Studies: Modified

