### Board Meeting: Friday 28 May 2021

### Venue: Boardroom, 14th Floor, Mitchell Centre, Darwin

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| Item No | Agenda Item | Summary of discussions |
| 1 | **Attendance** |  |
| 1.1 | **Present – members** | Ralph Wiese, Rachel Boyce, Pauline Schober, Charles Richardson, Jacqui Langdon, Tabitha Fudge, Roland Houareau and Mary Ellen Venes |
| 1.2 | **Apologies - members** | Gavin Morris, Cheryl Salter |
| 1.3 | **Present – non-member participants** | Ms Susan Bowden, Acting Deputy Chief Executive Department of Education; Mr Tony Considine, Executive Director Early Years and Education Services; Ms Sally Hodgson, General Manager Quality Teaching and Learning; Mrs Hazel Horne, Executive Officer to the board |
| 2 | **Opening remarks** | Meeting commenced at 8.38am with Acknowledgement of Country provided by the Chair, Mr Ralph Wiese. |
| 3 | **Minutes of the previous meeting** | The minutes of the meeting held on 30 March 2021 were circulated to members out of session and accepted as a true record of the meeting |
| 4 | **Business arising from previous minutes** | **Refer to Action Sheet 1/2021**  All items were either completed or were agenda items to be addressed at the meeting |
| 5 | **Correspondence** | Correspondence in: noted  Correspondence out: noted |
| 6 | **NTBOS Governance** | Conflict of interest: Nil |

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| 7 | Presentations and discussion | |
| 7.1 | NT Board of Studies Strategic Directions 2021 to 2024 | The 2017-20 Northern Territory Board of Studies (NTBOS) Strategic Directions were developed in 2017 with members participating in a facilitated workshop to review the functions of the board and previous board activity, identify potential key activities and draft a vision for the board.  The draft NTBOS Strategic Directions 2021-24 document, incorporating data from the 2017-20 plan, was provided to members for perusal and discussion.  **Discussion outcome**  Members agreed that as developing the strategic directions is critical work, sourcing a facilitator to help them plan, forward think and advise future direction and how they plan to get there, could be an option.  **Action**  A small working group to be convened (date to be determined) to consider the feasibility of outsourcing the refinement of the NTBOS Strategic Directions 2021-24 to a facilitator. Working group members will be Roland Houareau, Rachel Boyce and Sally Hodgson. Executive Officer to provide assistance. |
| 7.2 | NT Board of Studies 2020 Annual Report | Part 3, section 37 of the *Education Act* *2015* requires that the Northern Territory Board of Studies (NTBOS) prepare a report on activities undertaken during each year, and that the report be provided to the Minister for Education as soon as practicable after 31 December each year.  The draft *NTBOS 2020 Annual Report* has been developed as per previous years and includes all results and information data. Additional options for the development of the report were also provided.  Members were requested to provide their thoughts and preferred option.  Option 1: all results and information data for National Assessment Program – Literacy and Numeracy (NAPLAN), Northern Territory Certificate of Education and Training (NTCET) and vocational education and training (VET) to be displayed in the annual report as per previous years  Option 2: as per option 1, but links to greater subject data online to be included in the report  Option 3: only an explanatory statement for NAPLAN, NTCET and VET to be printed in the annual report with links to the data online included.  **Recommendation**  That board members advise their preferred option for the 2020 Annual Report and beyond.  **Outcome:**  Option 2 was voted the preferred option.   * all results and information data for National Assessment Program – Literacy and Numeracy, Northern Territory Certificate of Education and Training and vocational education and training to be displayed in the annual report as per previous years, and links to greater subject data online to also be included. |
| 7.3 | Australian National University early entry | In 2020, the COVID-19 pandemic caused differential disruption to schooling across the country. Each curriculum authority adjusted curriculum and assessment for the senior years of schooling to allow the determination of valid and reliable subject results. The curriculum authorities, via the Australasian Curriculum, Assessment and Certification Authorities (ACACA), committed to a set of principles to ensure that across the country, these adjustments were comparable and allowed the calculation of a valid Australian Tertiary Admissions Rank (ATAR) by Tertiary Admission Centres (TAC). The Northern Territory Department of Education is a member of ACACA.  The ATAR is an indicator of a student’s academic performance relative to all other eligible students completing Year 12 in the same year. Universities use the ATAR, as well as adjustments put in place by TACs to address particular areas of disadvantage, to admit students to courses.  In 2020, a number of interstate universities offered students early entry to many undergraduate courses based on their results in Year 11. This was a response to uncertainty in the early phase of the COVID-19 pandemic and did not involve consultation with ACACA or the TACs. ACACA opposed early entry via Year 11 results.  The Australian National University (ANU) and other universities have continued the early entry program based on Year 11 results in 2021. ANU requires verification of Stage 1/Year 11 subjects prior to accepting a student on their results.  Teaching and Learning 10-12, Department of Education, the operational arm of the NT Board of Studies for the Northern Territory Certificate of Education and Training, has been requested to verify Year 11 results for early entry.  The SACE Board of South Australia does not endorse Year 11 results for early entry to university. This is consistent with the position of curriculum authorities in other jurisdictions.  NT Board of Studies was asked to advise Teaching and Learning 10-12 of its position on verifying Year 11 student results for early entry into interstate universities.  **Action:**  Mr Tony Considine, Northern Territory representative on ACACA, to be advised that the board agrees with ACACA’s position to not support early entry of Year 11. |
| 7.4 | Review of Senior Secondary Education Pathways – Shergold Review | The review of senior secondary pathways into work, further education and training was led by an expert panel chaired by Professor Peter Shergold AC. The panel provided the Council of Australian Governments Education Council with advice and recommendations about how senior secondary students could be better supported to choose a pathway into work, further education and/or training that is right for them.  The review of senior secondary pathways into work, further education and training developed from a recommendation in the Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools. The review is one of eight national priority initiatives included in the National School Reform Agreement.  The final report, *Looking to the Future: Report of the Review of senior secondary pathways into work, further education and training*, was published by Education Council on 23 July 2020.  Dr Don Zoellner, University Fellow, Charles Darwin University, was the expert member on the panel in the areas of vocational education and training, senior secondary education, higher education, career education, Aboriginal and Torres Strait Islander education and regional, rural and remote education.  Dr Zoellner attended the board meeting to share information and provided general comments on the Shergold review. |
| 7.5 | **Presentation:**  Transition Support Unit | Department of Education Transition Support Unit (TSU) staff, Mr Nathan Baunach, Director, Mr Lance Po-Ching, Senior Transition Manager and Mr Justin Sorensen, Boarding Relationships Manager, provided a presentation on the TSU outlining the history, roles and services offered, effects of COVID-19, pandemic silver linings, case studies and looking to the future.  The TSU was established in October 2015 and works with more than 1000 NT based Indigenous students who utilise boarding facilities to access a secondary education. Seventy-four per cent of students board within the NT and 26 per cent board interstate. The TSU currently has 23 staff in offices in Darwin, Nhulunbuy, Katherine, Tennant Creek and Alice Springs who service the whole of the NT and all boarding schools nationally.  **Action:** Transition Support Unit to be invited to a future board meeting to provide information about:   * Indigenous boarding – comparable data * number of schools that do not provide secondary provision |
| 7.6 | SACE Report | See item 8.4 – Report for noting |
| 7.7 | Chief Executive update | Ms Karen Weston, Chief Executive Department of Education, provided members with a brief update on various matters that are occurring in the education sector both in the NT and nationally.   * Australian Curriculum Review – the Australian Curriculum, Assessment and Reporting Authority (ACARA) is undertaking a review of the Australian Curriculum. The public consultation period for the review has opened and will close on Thursday 8 July 2021. NTBOS members are invited to provide their feedback by completing the ACARA online survey. ACARA has consulted with schools. * NAPLAN Online 2021 – the Department of Education team is to be congratulated for their comprehensive support to schools. * ACARA establishment of the Australian Education Research Authority. * Education Engagement Strategy –will be launched by the Hon Lauren Moss MLA, Minister for Education in late 2021. The strategy will be a framework for meaningful, accessible education stemming from purposeful and engaging learning processes. * Grow our own teachers in the Territory – need to continue to work in partnership with Charles Darwin University. * Chief Executive supports the board’s 2021-24 Strategic Directions planning processes.   The Chief Executive also spoke to the seven system priorities within the Education NT Strategy:   1. strengthen instruction for young Territorians 2. improve cultural responsiveness 3. engage every child and student in learning 4. build the foundations for learning 5. support successful transitions beyond schooling 6. provide differentiated support for early childhood education and care services 7. build an expert education workforce.   **Action**   1. Executive Officer to arrange for NTBOS members to have access to Department of Education eLearn site to enable viewing of the Education NT Strategy. |

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| 8 | Items for Noting |  |
| 8.1 | ACACA report | Mr Tony Considine, Acting Executive Director Early Years and Education Services, Department of Education is the Northern Territory representative for ACACA Chief Executive Officers meetings. ACACA meet four times per year.  The key items discussed at the meetings held on 5 March and 21 May 2021 included: updates on senior secondary certification; transnational school education; tertiary entrance admission; life and career skills development among Year 12 students, vocational education and training and the learner profile project. |
| 8.2 | ACARA report | Ms Leanne Nixon, former Deputy Chief Executive Department of Education remains the NT representative on the ACARA Board. Ms Nixon has taken up the position of Deputy Secretary, School Performance (North) with the New South Wales Department of Education.  The ACARA Board met on 23 April 2021.  Key items from that meeting were the ACARA Board Cultural Responsiveness Training, Australian Curriculum Review communications update, potential further enhancements to NAPLAN and NAPLAN 2021 Readiness update.  **Action:**  Ms Sally Hodgson, General Manager Quality Teaching and Learning undertook to ascertain from Ms Nixon a timeframe/date as to when the ACARA Board Cultural Responsiveness Training will commence. |
| 8.3 | Employment Pathways Realignment in 2021 | Employment Pathways started as a project under the Indigenous Education Strategy that began implementation in Semester 2, 2016. On 11 November 2016, the NTBOS endorsed Employment Pathways as an approved alternative curriculum for secondary students. The curriculum included a certificate of completion for Year 12 leavers and a statement of achievement to record outcomes.  In June 2020, the Australian Government released the *Looking to the Future report of the review of senior secondary pathways into work, further education and training*. One of the recommendations was to develop one certificate for all.  In 2021, the *Secondary Education Roadmap* is focused on meeting minimum literacy, numeracy and digital literacy requirements, careers and VET delivered to secondary students, industry partnerships and one certificate – the NTCET.  **Action:**  A presentation outlining current actions will be provided at the August 2021 meeting. |
| 8.4 | SACE Report | Mr Trevor Read is the Northern Territory representative on the South Australian Certificate of Education (SACE) Board. A report is provided post each SACE Board meeting to keep NT Board of Studies members up to date on issues that are occurring.  The following was discussed at the May SACE Board meeting - SACE Governance Review 2021, Aboriginal Education – Recognition of Cultural Learning, university entrance, SACE Board member renewal, research on gender and school achievement, SACE International Program, SACE Year 12 results and SACE Board meeting in Darwin, August 2021. |
| **9** | **General Business** |  |
| 9.1 | **Update**:  SACE / NT Board joint meeting | Professor Martin Westwell, Chief Executive of the SACE Board, has indicated that the 26 August 2021 SACE Board meeting will be held in Darwin.  All SACE Board members’ terms of office expire on 30 June 2021. Advice about arrangements for the Darwin meeting will be provided once the new board has been officially appointed.  **Actions:**   * Board members to ensure the date of Thursday 26 August 2021 is in their diaries. * Board members to email Executive Officer any items for the joint agenda. * Minister for Education to be invited to the SACE Board meeting. |
| 9.2 | Review of the Australian Curriculum T-10 | ACARA is undertaking a review of the Australian Curriculum which will include refining, realigning and decluttering the content. The public consultation period for the review of the Australian Curriculum F-10 is currently open until Thursday 8 July 2021. Feedback can be provided through ACARA’s online survey.  Members were encouraged to share this information with their networks. |
|  | **Meeting closed** | 2.30 pm |
|  | **Next meeting date** | 6 August 2021 |