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| **1** | **ATTENDANCE** | **BOARD MEETING** |
| 1.1 | **Present members** | Ralph Wiese, Tabitha Fudge, Annette Gillanders, Charles Richardson, Leanne Nixon, Mary Ellen Venes, Mark Monaghan |
| 1.2 | **Apologies members** | Rachel Boyce, Pauline Schober, Cheryl Salter |
| 1.3 | **Present non-member participants** | Hazel Horne, Executive Officer to the Board; Susan Bowden, Executive Director Education Policy and Programs; Jacqui Langdon, Catholic Education Office observer |
| **2** | **Opening remarks** | Meeting commenced at 8.40 am with Acknowledgement of Country provided by the Chair.  **Welcome new members:** Ms Mary Ellen Venes member representing the interests of teachers and Mr Mark Monaghan member representing the interests of employers.  **NTBOS vacant Catholic Education Office position** - Appointment documentation is expected to be signed off by the Administrator of the Northern Territory at the Executive Council meeting scheduled for 16 September 2019. |
| **3** | **Minutes of the previous meeting** | The minutes of the meeting held on 31 May 2019 were circulated to members out of session.  **Outcome: The Board accepted** the minutes as a true record of the meeting**.**  The confirmed minutes were noted by the Minister for Education and uploaded to the NTBOS webpage link: <https://education.nt.gov.au/education/committees,-regulators-and-advisory-groups/northern-territory-board-of-studies/ntbos-publications>. |
| **4** | **Business arising from Minutes** | **Refer to Action Sheet 2/2019**  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** |
| **7** | **Presentations and discussions** |  |
| 7.1 | **Recognition of Victorian Certificate of Education at NTBOS award ceremonies** | Until 2018, Northern Territory students who attended Kormilda College and Haileybury Rendall School studied the International Baccalaureate in their final year of schooling. Awards were presented at NTBOS award ceremonies to recognise outstanding achievement in this qualification.  The awards were:   * International Baccalaureate Most Outstanding student award; and * International Baccalaureate Certificates of Merit.   The International Baccalaureate is no longer offered at any NT school as a senior secondary qualification. Haileybury Rendall School now offers the Victorian Certificate of Education (VCE) as its senior secondary qualification.  **Proposal:**  To recognise the VCE at NTBOS award ceremonies it is proposed that an award for the *Victorian Certificate of Education Most Outstanding NT Student* be created to replace that previously awarded to the top NT International Baccalaureate student.  **Outcome:**  Board members noted the paper and discussed the proposal to create an award for the top NT VCE student. Members agreed to the creation of the award, but asked that they be provided with a proposal out of session on how more rigour could be introduced during the award selection process.  **Action:**  Ms Susan Bowden, Executive Director Education, Policy and Programs undertook to investigate how more rigour could be introduced during the award selection process. |
| 7.2 | **Chief Executive update** | Ms Vicki Baylis, Chief Executive Department of Education provided a brief summary of the following.   * *Professor Westwell – NT visit* - on 15 August 2019, Ms Baylis met with Professor Martin Westwell, Chief Executive SACE Board of South Australia. Professor Westwell also met with NT principals and members of the NT Board of Studies.  Professor Westwell has worked extensively with education systems and other organisations in using evidence to inform policy, practice, innovation and outcomes in education. * the need to promote the teaching profession * *sufficient teacher workforce* – ‘grow your own’ in the Territory * *national principals survey* * *teacher wellbeing survey* - the school survey collects the opinions of staff, students and their families about school performance, culture and services. It contains questions that aim to provide schools with key insights into student wellbeing, engagement and learning and school experiences from the perspective of the school community. |

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|  | **Minister for Education visit** | The Hon Selena Uibo MLA, Minister for Education was invited to a ‘meet and greet’ with NT Board of Studies members. Minister Uibo briefly discussed various issues including:   * advising that the Federal Government has committed $2 million to Indigenous languages across Australia. * recognition for first language teachers * VET in schools – the Joyce Review – an independent review of Australia’s VET sector   Chief Executive, Department of Education shared with Minister Uibo the work the Board had commissioned around Indigenous Languages and Cultures and the subsequent development of the policy *Keeping Indigenous Languages and Cultures Strong*. This policy provides clear pathways for teachers.  Mr Ralph Wiese, Chair presented Minister Uibo with a copy of the NTBOS 2018 Annual Report. |
| 7.3 | **Haileybury Rendall School update** | Mr Craig Glass, Principal Haileybury Rendall School (HRS) advised that HRS continues to successfully establish itself in Darwin and the Territory. This currently is best measured by enrolment growth and reputation in Darwin.  HRS is working towards the high academic standards that they wish to establish. HRS key priorities have been on the improvement of teacher quality and improving student work ethic.  HRS provided information to board members on:   * **Enrolments** – the growth in new students has predominantly been in Transition to Year 7 and these numbers are beginning to flow into higher levels. * **VCE** – HRS provides a three-year VCE program with studies completed over years 10, 11 and 12. * **Victorian Certificate of Applied Learning (VCAL**) – the VCAL is open to all students but is largely studied by Indigenous boarders. The program has a heavy focus on literacy and numeracy. |
| 7.4 | **Casuarina Senior College – update on the provision of three-year curriculum** | In 2017, Casuarina Senior College (CSC) identified the need for a more flexible delivery method of curriculum across the last three years of schooling. NTBOS provided in-principle support of the curriculum, teaching and assessment changes. The changes occurred in 2018. CSC was charged with providing regular reports to NTBOS on the effectiveness of the changes.  Members received an overview of the curriculum changes being implemented, specifically information around the subjects on offer, curriculum pathways and how the school has measured effectiveness to date. |
| 7.5 | **Employment Pathways Framework – Certificate of Completion** | The Employment Pathways Curriculum Framework was endorsed by NTBOS at the November 2016 meeting as an alternative model of secondary education provision that meets the needs of Indigenous students from remote communities  In November 2017, the Board requested an update on the Employment Pathways Curriculum Framework and asked that an ‘end of school certificate’ be developed. At the March 2019 meeting the Board was presented with the draft ‘*certificate of completion*’ for Employment Pathways and subsequently endorsed the document.  Ms Debra Hodgkin, Acting Director Teaching and Learning T-9, Quality Teaching and Learning, attended the meeting to brief members on a proposal to trial the *certificate of completion* with nine end of school (Year 12) students who have been identified as meeting the requirements for end of school completion in 2019. The trial will identify and resolve any technical issues and other considerations related to generating the certificate.  Consultation is continuing with employers in community and with remote school principals. Other business units will be consulted during Term 3, 2019 to define end of school completion.  **Action**  Members requested a technical report be provided on completion of the trial with the nine end of school students in 2019. |
| 7.6 | **National Assessment Program – Literacy and Numeracy (NAPLAN) Online update** | As an annual national assessment for all students in years 3, 5, 7 and 9, the National Assessment Program – Literacy and Numeracy (NAPLAN) provides governments, education leaders, schools, parents and students with information on how Australian students are performing in the essential areas of literacy and numeracy. NAPLAN Online will allow better assessment, more precise results, a faster turnaround of results and more precise measurement.  Mr Robert Montgomery, Project Director NAPLAN Online provided an overview on:   * the work currently being undertaken to ensure the Northern Territory transitions to NAPLAN Online smoothly; and * the key risks to NT’s transition which includes very tight timeframes for completion of platform development of the LNB solution for May 2020. |
| 7.7 | **Presentation:**  **Student Tracking System for year 12 to track NTCET completers** | Ms Susan Bowden, Executive Director Education Policy and Programs, Department of Education provided members with a briefing on the newly developed *student tracking system* which will assist in tracking and monitoring the progress of Year 12 Northern Territory Certificate of Education and Training completers.  Student data is collected from schools every five weeks to enable ongoing analysis which will assist in ascertaining if a student is ‘at risk’.  **Members comment:**  The student tracking system presentation was extremely well received by all board members as members recognised the positives in the data that will become available. |
| **8** | **Items for noting** | |
| 8.1 | 2019 International Year of Indigenous Languages update | A co-ordinating committee including representatives of the Department of Education’s Education NT and Education Policy and Programs divisions and the Catholic Education Office Northern Territory has developed a communication strategy to promote the use of Indigenous languages in Northern Territory schools.  **Paper noted** |
| 8.2 | Indigenous Languages and Cultures curriculum update | The NT Indigenous Languages and Cultures Curriculum comprises six curriculum pathways that assist schools to deliver the most appropriate language learning pathway by taking into consideration the language background of their students and the way the language is currently used. In 2018, 52 schools across all sectors reported teaching an Indigenous language and culture program. Thirty different languages were taught across all six pathways.  In 2019 the task is to implement the curriculum across all schools.  **Paper noted** |
| 8.3 | SACE Electronic Examinations | In 2019, three Stage 2 subjects will have electronic examinations: English Literacy Studies; Modern History; and Psychology. The SACE Board has a tested implementation and communication model that is being used in the second year of electronic examination deployment.  **Paper noted** |

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| 8.4 | Australian Curriculum, Assessment and Reporting Authority (ACARA) report | Ms Leanne Nixon, Deputy Chief Executive Education NT is the Northern Territory representative on the ACARA Board. Ms Nixon’s term commenced on 5 July 2019.  **Paper noted** |
| **9** | **Other Business** |  |
| 9.1 |  | The requirement for Casuarina Senior College and Haileybury Rendall School to continue providing regular updates to NTBOS was reviewed by members.  **Outcome:**  Casuarina Senior College and Haileybury Rendall School will not be required to continue to report to NTBOS. Both entities will be invited to provide an update on a needs basis. |
|  | **Meeting closed:** | 2:30 pm |
|  | **Next meeting** | **Date:** 8 November 2019  **Venue:** Boardroom, 14th Floor, Mitchell Centre Darwin |