

Annual Report 2015

© Northern Territory Government 2016

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

Telephone (08) 8944 9204
Facsimile (08) 8944 9413
E-mail ntbos@nt.gov.au

Reproduction of this work, in whole or in part for educational purposes within an educational institution and on condition that it not be offered for sale, is permitted by the Department of Education.

Published by the Department of Education
for the Northern Territory Board of Studies

Northern Territory Board of Studies

Annual Report/Northern Territory Board of Studies 2015 - Darwin:
Department of Education for the Northern Territory Board of Studies, 2015-v.:ill.; 25cn. Annual

ISSN 1033-0844

1. Northern Territory Board of Studies
2. Education-Northern Territory-Periodicals
3. Education and state-Northern Territory-Periodicals

379.9429 20

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

30 June 2016

Dear Minister

On behalf of the Northern Territory Board of Studies and in accordance with Part 3 section 37 of the *Education Act*, I have pleasure in submitting the Board's report for 2015.

Yours sincerely



Ralph Wiese
Chair



Contents	Page
Letter of Transmittal	i
Report from the Chair	1
Functions of the Board	2
Overview	3
2015 Board Member Profiles	4
Matters and reports considered by the Board	9
Meeting dates	9
Performance of Northern Territory students in National Assessment Program – Literacy and Numeracy tests	10
• Executive Summary	12
• Explanatory Notes	14
• Participation – Reading and Numeracy	15
• Overall Achievement	17
• Achievement by Indigenous Status	18
Northern Territory Certificate of Education and Training	24
Northern Territory Certificate of Education and Training Statistics Graphs and Tables	25
1. NTCET completion by government and non-government sector	26
2. Longitudinal data	31
3. Top 20 NTCET and Merit students	32
4. Stage 1 Results	33
5. Stage 2 Results	34
6. Vocational Education and Training that contributes to the NTCET	35
Vocational Education and Training in Schools	36
Appendices	
1. Northern Territory Board of Studies student awards 2015	38
2. 2015 Stage 1 Accredited Courses	49
3. 2015 Stage 2 Accredited Courses	51

Report from the Chair

I am pleased to present the 2015 Annual Report for the Northern Territory Board of Studies.

In 2015, the Board met on four occasions between March and November. The Board has continued to provide advice to the Minister for Education and the Chief Executive of the Department of Education on curriculum, assessment, reporting and certification for all Northern Territory schools. The Board also works with other authorities on education matters, issues certificates of educational attainment and maintains records of student achievement.

A chairperson and 15 members representing parents, employers, principals, teachers, post-school educators, unions, government and non-government school sectors and the Indigenous community make up the composition of the Board.

Looking back over the last 12 months, it has been another eventful year for the Board with considerable developments in terms of Northern Territory initiated projects and policies. The Board and its operational arm, School Support Services, within the Department of Education, continue to work with cross sector stakeholders and this year developed a discussion paper entitled: *What Works: A discussion of languages policy for Northern Territory schools*. The Board approved policy - *Changing the Conversation: A Blueprint for Languages Education in Northern Territory Schools* was developed from this discussion paper and is available for use in all Northern Territory schools.

The Board has continued to monitor the development and implementation of the Australian Curriculum in the Northern Territory and has provided responses to the Australian Curriculum, Assessment and Reporting Authority.

The student award ceremonies held in February 2016 in Alice Springs and Darwin, again showcased the excellent achievements of Northern Territory students, their teachers and schools and affirmed and celebrated the high standard of Territory education.

And finally, I acknowledge the contribution made by our many stakeholders as well as fellow Board members, supported by the Department of Education. We are very appreciative of the cooperation and support we receive, in particular, from members of School Support Services, without which our role would be far more challenging.



Ralph Wiese
Chair

30 June 2016

Functions of the Board

The Board has the following functions:

- (a) to provide advice to the Minister and the Chief Executive on curriculum policy in relations to:
 - (i) establishing and maintaining curriculum frameworks that address the needs of all students in the Territory school education system; and
 - (ii) establishing and maintaining procedures for student assessment, reporting and certification; and
 - (iii) monitoring, evaluating and reporting on student performance; and
 - (iv) improving student outcomes;

- (b) to co-operate and consult with bodies prescribed by regulation that are engaged in education or 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 for Education.

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 challenges. Student achievement is recognised through an inclusive framework of certification that aims to ensure every young person leaves school with appropriate educational achievements, qualifications and documentation.

Membership

The Board consists of a chairperson plus 15 members representing parents, employers, principals, teachers, post-school educators, unions, the non-government and government school sectors, Indigenous communities and the Department of Education.

Board Member Profiles - as they were in 2015

Ralph Wiese **Chair**



Mr Ralph Wiese worked in education for 40 years, beginning his career as a teacher at Darwin High School in 1964 then advancing to positions such as senior teacher, assistant principal and principal. He also worked in office based positions including superintendent and general manager before retiring in 2004. Although retired, Mr Wiese maintains a keen interest in all things education and brings a wealth of skills and experience to the position. Mr Wiese's formal qualifications include a Bachelor of Science, Bachelor of Commerce and Diploma of Teaching (Secondary).

Geoffrey Carey **Member nominated by the Catholic Education Office, Northern Territory**



Mr Geoffrey Carey is the Deputy Director Teaching and Learning of the Catholic Education Office Northern Territory. Mr Carey brings more than 34 years of experience as an educator in a diverse range of Catholic and international schools during which time he has held key leadership positions and principal-ships. Mr Carey has represented and contributed to key bodies at state and Commonwealth level. He was representative for eight years on the Association of Catholic School Principals (NSW) and was selected to the Leading Australia's Schools Program. His formal qualifications include a Master of Education, Master of Arts and Certificates in Workplace Counselling and Inclusive Education.

Jennifer Green **Member (who is a parent of a child who attends a non- government school) who represents the interests of parents of children who attend non-government schools**



Ms Jennifer Green has lived in Alice Springs for four years. Her daughter attends middle school at Our Lady of the Sacred Heart College, Traegar campus. Ms Green spent several years teaching English in Japan. She has taught English as a second language based on the Australian Curriculum to international high school students boarding at an Anglican school on the Gold Coast and more recently, she has worked within the public and private sectors delivering work based training and assessment.



Anne Donnelly

Member (who is a practicing teacher) who represents the interests of teachers

Ms Anne Donnelly is a full time practicing teacher (Northern Territory Certificate of Education and Training Coordinator) at Darwin High School and has extensive experience in the delivery of educational programs and curriculum development. Ms Donnelly has also worked in remote school settings.

Paul Matthews

Member (who is the head teacher of a secondary school) who represents the interests of head teachers of secondary schools



Mr Paul Mathews is the principal of Casuarina Senior College. Mr Mathews has 12 years' experience as a secondary school principal in a range of schools in the Western Australian Education Department and more recently the Department of Education in the Northern Territory. He has extensive knowledge of secondary school curriculum. Mr Mathews was recognised as the Western Australian Secondary Principal of the Year in 2012. Since November 2014, as principal of Casuarina Secondary College, he has commenced school revitalisation processes, expanded vocational education and training opportunities and commenced the implementation of marine pathways vocational education and training programs for 2016.

Wendy Troe

Member (who is a parent of a child who attends a remote school) who represents the interests of parents of children who attend remote schools (whether government or non-government)



Ms Wendy Troe has lived in Nhulunbuy for 13 years. Her son is in Year 9 at Nhulunbuy High School. Ms Troe has worked in the education sector for 30 years as a teacher, education adviser, curriculum writer and project officer and currently works at Nhulunbuy High School teaching English and modern history. Ms Troe has designed and implemented the Over the Top Tour – a European excursion for senior school students, visiting London, the Western Front, Normandy and Paris – that has become a feature of the Nhulunbuy High School calendar.

Susan Bowden

Member who is an employee of the department administering the *Education Act*



Ms Susan Bowden is Deputy Chief Executive, School Education with the Department of Education. Her portfolio includes School Support Services, Schools North and Schools South. For the past ten years Susan has worked for the Department of Education in the Northern Territory. Her roles included principal, General Manager Student Services, Director School Performance, foundation Senior Director for the Centre for School Leadership, Learning and Development at Charles Darwin University and Executive Director School Support Services. Prior to her work in the Northern Territory Susan worked in both schools and corporate areas for Education Queensland.

Professor Peter Kell

Member who represents post-school education



Professor Peter Kell is the Pro Vice-Chancellor Faculty of Law, Education, Business and the Arts at Charles Darwin University. He was appointed to Charles Darwin University in May 2011 and was previously the Director of the UNESCO-UNEVOC Centre at the Hong Kong Institute of Education. Professor Kell has a background as a teacher in technical and further education, correctional education and tertiary outreach. Professor Kell has previously worked at the University of Wollongong, RMIT University and James Cook University and has a wide range of experience in pre-service and postgraduate teacher education and research in education.

Gail Smith

Member (who is the head teacher of a primary school) who represents the interests of head teachers of primary schools



Ms Gail Smith has lived in the NT for 40 years and has worked in the education sector for over 25 years. Her positions have included classroom teaching, teacher trialling the computer based learning class at Stuart Park, Project Manager Learning Technology (LT) heading up the writing of LT for the NT Curriculum Framework, assistant principal at both Nightcliff and Gray Primary Schools, corporate positions such as Manager Literacy Improvement in the Curriculum Division and more recently, principal of Moulden Park Primary School and Neighbourhood Centre and currently principal of Rosebery Primary School for the past three years.

Pauline Schober

Member who represents the interests of Indigenous people



Ms Pauline Schober was born in the Northern Territory and is currently the Teaching Schools Coordinator at Charles Darwin University. Ms Schober has undertaken projects and worked with urban and remote communities throughout the Northern Territory in the various positions she has held. She is an active member on a number of committees within education: Northern Territory Board of Studies; Northern Territory Indigenous Languages and Culture Reference Group; Implementation of the Australian Curriculum in the Northern Territory Working Group; and the Strengthening Teacher Capacity Advisory Group.

Heather Thompson

Member nominated by Unions NT



Ms Heather Thompson arrived in the Northern Territory 13 years ago from Scotland to work with a wildlife management company researching the population dynamics in freshwater crocodiles. This led to an educational role at the facility where Ms Thompson used both her zoology and teaching qualifications. Mr Thompson has been teaching in the Northern Territory at The Essington School for ten years and enjoys teaching in the early and middle primary years.

Graham Mauger

Member (who is the parent of a child who attends a government school) who represents the interests of parents of children who attend government schools



Mr Graham Mauger worked in education for 33 years, in various positions including teacher, assistant principal, principal, education adviser and regional superintendent. Mr Mauger retired from education in 2001 but continues to work in a variety of positions including test invigilator with the Australian Council for Educational Research. Currently Mr Mauger is Chairperson of the Durack Primary School Council and Vice Chairperson of the Darwin High School Council and is an Executive Member of the Council of Government School Organisations.

Gail Barker

One member nominated by the Association of Independent Schools of the Northern Territory



Ms Gail Barker is the Executive Director of the Association of Independent Schools of the Northern Territory. She joined the Association as the Manager of Educational Programs in 1999 and was appointed as the Executive Director in April 2007. In this role, she works closely with the Northern Territory and Australian governments and their departments to provide guidance and services for Northern Territory independent schools. Her work encompasses a comprehensive range of professional areas, educational policy and legislative requirements that impact on schools in the independent sector. Ms Barker is a strong advocate for the rights of all children to a quality education that maintains choice and diversity in a safe and supportive environment.

Hugh Roberts

One of two members who represent the interests of employers



Mr Hugh Roberts is the Education, Employment and Training Advisor at the Chamber of Commerce NT. Mr Roberts develops policy on employment, education and training for the Chamber of Commerce NT and is a member of the Australian Chamber of Commerce’s Education, Employment and Training Committee. Hugh provides targeted information and support to Chamber members and other businesses and employers relating to education and training as well as workforce planning and development.

Glynis Hester

Member nominated by the Northern Territory branch of the Australian Education Union



Mrs Glynis Hester is an executive member of the Australian Education Union Northern Territory. She is currently a full time early childhood classroom teacher at Bees Creek Primary School and has recently attained national certification as a ‘Highly Accomplished Teacher.’ She has been a Teacher of Exemplary Practice since 1996 and in 2008 was awarded the Northern Territory Teacher of the Year.

Vacant

Member representing the interests of employers

Matters and reports considered by the Board in 2015

- Analysis of 2014 NAPLAN results
- Analysis of 2014 NTCET results
- Australian Curriculum
- Australian Curriculum: Languages
- Australian Curriculum Implementation in the Northern Territory
- Australian Curriculum, Assessment and Reporting Authority
- Literacy and Numeracy
- Middle Years Review
- National Assessment Program - Literacy and Numeracy
- National issues and initiatives
- Northern Territory Certificate of Education and Training
- Northern Territory Languages Policy
- Policies and Guidelines
- SACE Board
- Student awards and ceremonies
- Indigenous Education Strategy
- *Education Act* NT review (NTBOS component)
- Vocational Education and Training
- Website

2015 Meeting Dates

20 March 2015	Darwin
29 May 2015	Darwin
14 August 2015	Darwin
06 November 2015	Darwin

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

Background

Since 2008, Northern Territory (NT) students have participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). Students sit 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 children 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 Australian Curriculum 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](#) provides information about Australia's schools, including the number of students and teachers at the school as well as NAPLAN performance. 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 test results are scaled so that the current year results can be compared with those in previous years on the same achievement scale. However, writing results in 2015 should not be compared to years prior to 2011 due to a change in genre. From 2011 to 2015, students have been 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 fluctuations in the average NAPLAN test results from year to year which are not statistically significant. It is only when there has

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

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 2015 NAPLAN National Report contains additional information about whether changes from 2008 to 2015 are significant. Confidence intervals have also been included in the data presented within this report 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 for 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 the largest proportion of Indigenous population.

The NT has an Indigenous student cohort that is approximately 41 per cent² of the total school population, over five 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 compared with any other state or territory. These contextual factors are reflected in the overall results achieved by NT students and have a large impact on the variability observed.

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: ABS 4221.0 Schools, Australia; 2015

Executive Summary

Performance

Across all year levels and assessment domains, the proportion of NT students achieving NMS remains consistently lower than other states and territories, and the national 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 significantly lower achievement than Indigenous students nationally. The strongest NT Indigenous result, in Year 9 numeracy with 57 per cent achieving NMS, is 26 percentage points lower than the national average of 83 per cent for Indigenous students in this test. The lowest achievement rate for NT Indigenous students was in writing for Year 9 students, with 14 per cent achieving NMS. Again this was substantially lower than the national Indigenous student average of 46 per cent for this test.

The average difference in achievement rates across all year levels and assessment domains for NT Indigenous students when compared with Indigenous students nationally was 37 percentage points.

NT non-Indigenous student achievement was more comparable with non-Indigenous students across Australia. In the strongest NT result, for Year 9 numeracy, 96 per cent achieved NMS, the same rate as nationally. The lowest achievement rate of 69 per cent for non-Indigenous students was in Year 9 writing (14 percentage points lower than the Australian average of 83 per cent).

The average difference in achievement rates across all years and assessment domains for NT non-Indigenous students when compared with non-Indigenous students nationally was four percentage points.

The proportion of Indigenous students in very remote NT schools achieving NMS ranged from three to 44 per cent with an average of 20 per cent across all assessment domains and year levels. This was significantly lower than Indigenous students in remote NT schools with an average of 49 per cent and provincial NT schools with an average of 65 per cent.

NMS achievement rates for Indigenous students in remote schools in the NT ranged from 21 to 72 per cent across all assessment domains and year levels. Indigenous students in provincial schools fared best in the NT with achievement rates ranging between 30 to 81 per cent across all assessment domains and year levels. The proportion of non-Indigenous students achieving NMS in the NT was similar for provincial, remote and very remote schools and ranged from 68 to 99 per cent across all assessment domains and year levels.

Participation

In 2015 participation rates for NT students across all year levels and test domains ranged from 76 to 89 per cent compared to 91 to 96 per cent nationally.

The highest NT participation rate was in Year 3, with an 88 per cent average participation rate across test domains. Year 9 students had the lowest average participation rate across domains at 78 per cent for the NT. This was 14 percentage points lower than the Australian average Year 9 rate.

The NT 2015 participation rate for Indigenous students across year levels and domains decreased by an average of five percentage points from 2014 levels. Year 9 Indigenous students recorded the lowest participation rate, with an average participation rate of 59 per cent across domains. Year 3 Indigenous student participation held steady with 2014 with the participation rate across domains remaining at 79 per cent in 2015. For Year 5, 7 and 9 Indigenous student participation, across domains was lower in 2015 than 2014.

The NT participation rate for non-Indigenous students in 2015 was also lower than in 2014, ranging from 91 to 96 per cent. However, the non-Indigenous participation levels remain on par with national participation rates which ranged from 92 to 96 per cent.

Explanatory Notes

Students are exempt from NAPLAN tests if they are identified as having a significant intellectual disability or a language background other than English and have lived in Australia for 12 months or less. Exempt students are not assessed but are counted as part of the cohort of assessed students and are considered to have not met NMS.

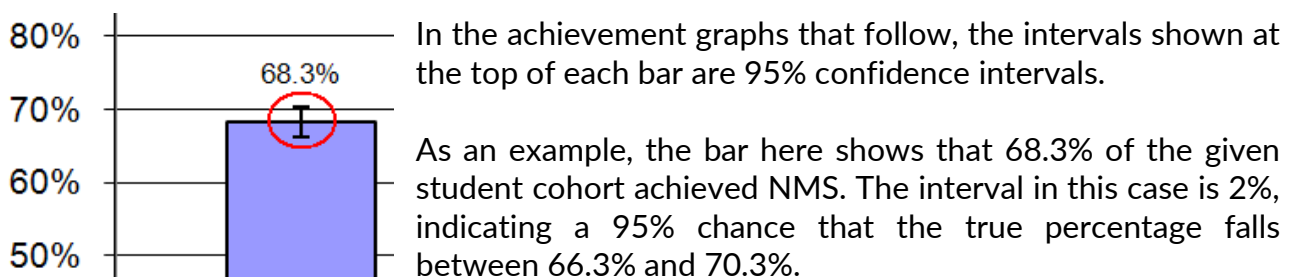
Students may be withdrawn from the testing program by the parent/caregiver on the grounds of religious beliefs and philosophical objections to testing. Students who have been withdrawn from testing are not counted as part of the assessed cohort and are excluded from performance calculations.

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, but are included in the overall figures.

Confidence Intervals



Participation

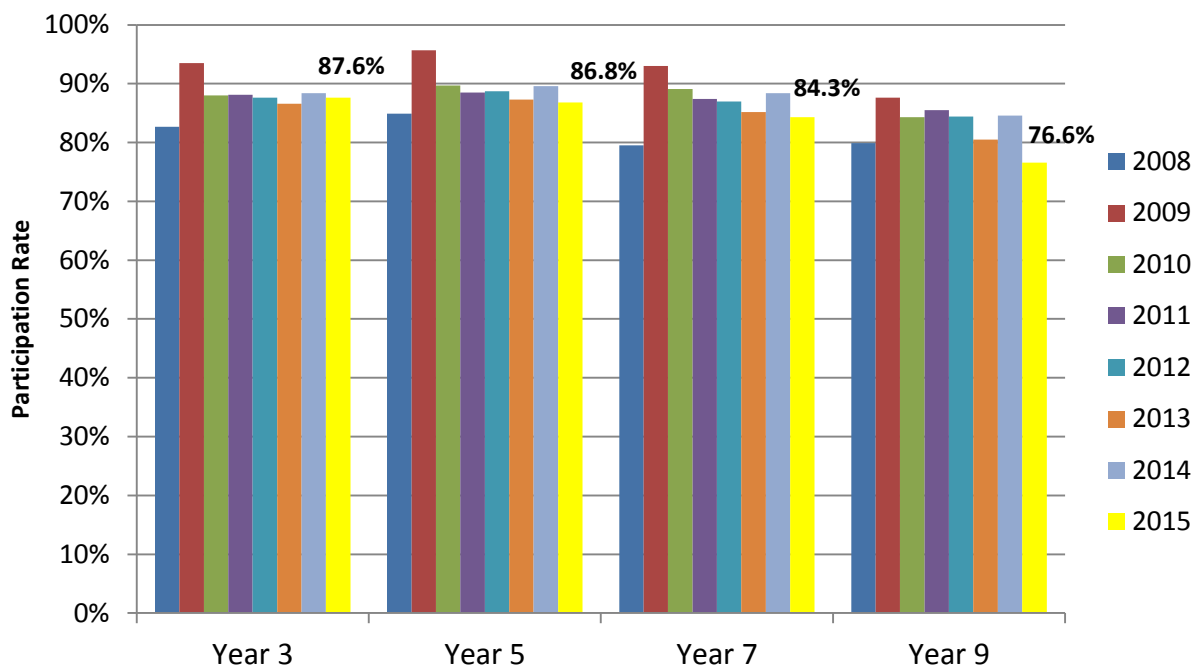
National participation rates in 2015 were predominately steady with 2014 rates across year levels and domains, however marginal declines for year levels 5, 7 and 9 were recorded. NT participation rates decreased across year levels and domains in 2015 compared to 2014 rates. Across domains, NT participation declined least for Year 3 with a decline of less than one percentage point and most for Year 9 with a decline of seven percentage points. Year 9 NT students recorded the lowest across domain participation rate, at 78 per cent, since testing commenced in 2008. Year 3 and 5 NT students had the highest across domain participation rates at 88 and 87 per cent respectively.

Participation rates in 2015 were comparatively lower than 2014 rates across year levels and test domains. While the 2014 rates were strong and an increase over 2012 and 2013 rates, the lower 2015 participation rates indicate a return to the trend of gradual participation decline.

1. Participation of students in the Reading test

NT reading participation rates in 2015 decreased compared to 2014 for each year level with the most significant decreases recorded in Year 9 and Year 7, with 8.0 and 4.1 percentage point declines respectively. In 2015, the highest NT participation rate for reading was for Year 3 students at 88 per cent. Year 3 students also had the smallest gap in participation compared to the national average with participation 7.3 percentage points lower. Year 9 students had the largest gap in participation compared to the national average with participation 15 percentage points lower. Figure 1.1 shows the participation rates for reading in the NT from 2008 to 2015.

Figure 1.1 NT Participation in Reading 2008 – 2015



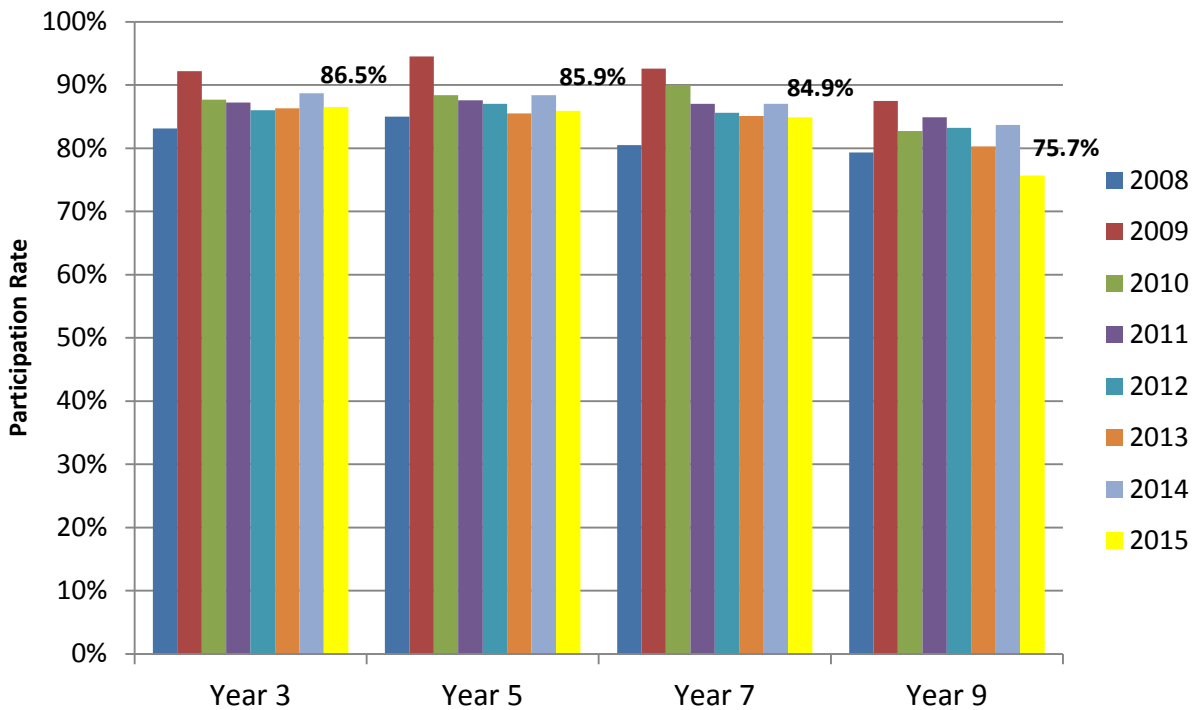
Source: DoE Performance and Data Management
For explanatory notes see page 14

2. Participation of students in the Numeracy test

NT numeracy participation rates in 2015 decreased compared to 2014 for each year level with the most significant decline recorded for Year 9, at 8.0 percentage points. In 2015, the highest NT participation rate for numeracy was in Year 3 at 87 per cent and the lowest was in Year 9 at 76 per cent.

Year 3 students had the smallest gap in participation for numeracy compared to the national average with participation 8.1 percentage points lower. Year 9 students had the largest gap in participation compared to the national average with participation 15.3 percentage points lower. Figure 2.1 shows participation rates in numeracy in the NT from 2008 to 2015.

Figure 2.1 NT Participation in Numeracy 2008 - 2015



Source: DoE Performance and Data Management
For explanatory notes see page 14

Overall Achievement

3. Overall achievement of NT and Australian students

Across all year levels and assessment domains, the proportion of NT students achieving NMS remains consistently lower than other states and territories, and the Australian average.

For reading and numeracy test domains, there were statistically significant improvements in 2015 compared to the 2008 base year achievement levels for:

- Year 3 mean scale score in reading for the NT and Australia
- Year 3 percentage of students achieving NMS in reading for Australia
- Year 5 mean scale score in numeracy for Australia
- Year 5 and Year 9 percentage of students achieving NMS in numeracy for Australia

Figure 3.1 Reading and Numeracy 2015 mean scale score and proportion of students at or above NMS including 2008 to 2015 score change¹

Test Domain	Year Level	2015 Mean Scale Score and Change on 2008		2015 Percent of Students At or Above National Minimum Standards and Change on 2008	
		NT	Aust	NT	Aust
Reading	3	337	426	71	95
		30	25	8	3
	5	426	499	68	93
		21	14	5	2
7	483	546	72	95	
	15	10	5	1	
9	520	580	66	92	
	-5	2	-4	-1	
Numeracy	3	332	398	75	94
		-6	1	-2	-1
	5	429	493	73	95
		13	17	4	2
7	485	543	77	96	
	-3	-3	2	1	
9	538	592	79	96	
	6	10	5	2	

¹ The bold figures show the MSS and proportion of students at or above NMS; the smaller figures show change on 2008.

Notes: **green** = significant increase, **red** = significant decrease, **light green** = non-significant increase, **light red** = non-significant decrease.

Achievement by Indigenous Status

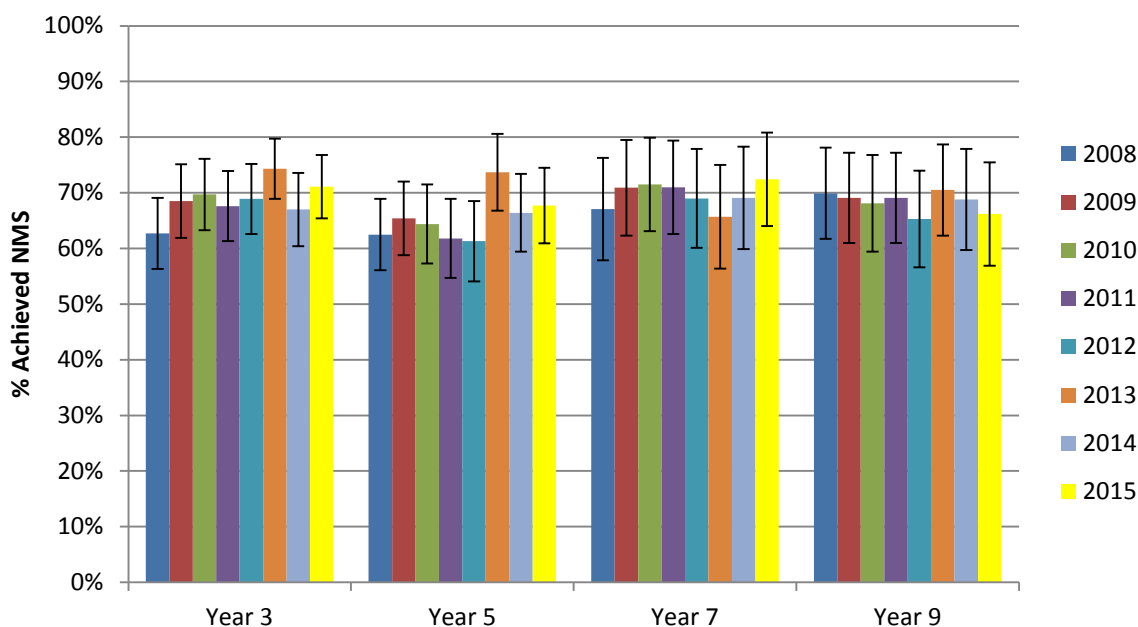
4. Reading

There was an increase in the percentage of Indigenous students achieving NMS in 2015 for year levels 3, 5 and 7 compared with 2014 and for Years 3 and 5 the improvement compared to 2008 was statistically significant. In contrast, Year 9 Indigenous students achieving NMS in 2015 was lower compared to both 2014 and 2008. Overall the percentage of NT Indigenous students achieving NMS across year levels remains low, ranging from 33 to 45 percentage points, compared to Indigenous students nationally with a range of 72 to 81 percentage points.

For Indigenous students, Year 3 and 7 had the largest proportion achieving NMS for reading in 2015 at 43 and 45 per cent respectively. Year 9 Indigenous students recorded the lowest with 33 per cent achieving NMS. This is less than half the national rate of 72 per cent for Year 9 Indigenous students.

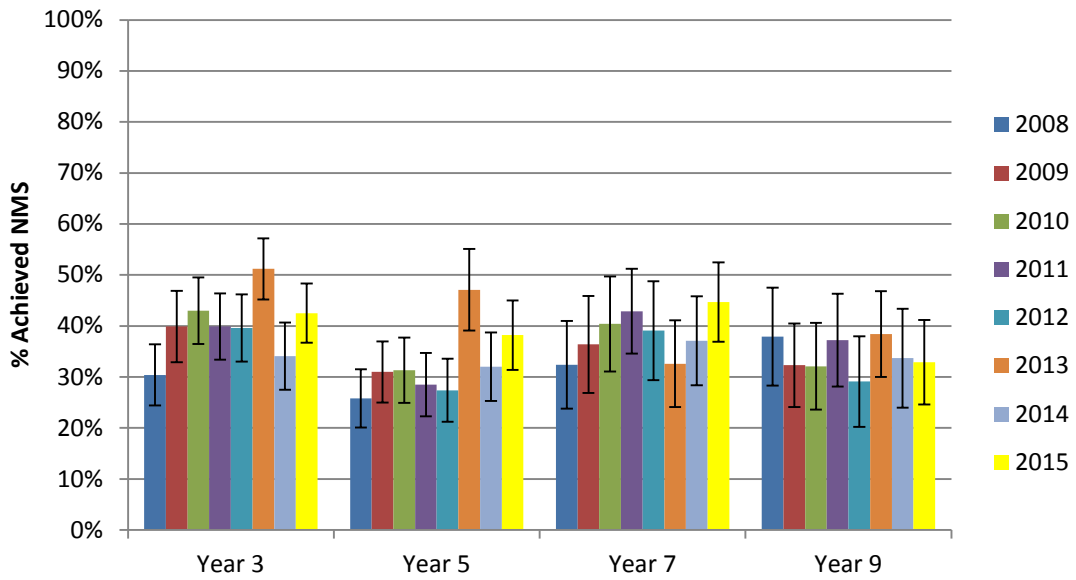
Year 7 non-Indigenous students had the highest percentage of students achieving NMS for reading in the NT at 94 per cent and the other year levels also each recorded rates over 91 per cent. Year 3 non-Indigenous students had the largest improvement in the proportion of students achieving NMS in 2015 with a 3.3 percentage point increase over 2014.

Figure 4.1 Percentage of NT Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2015



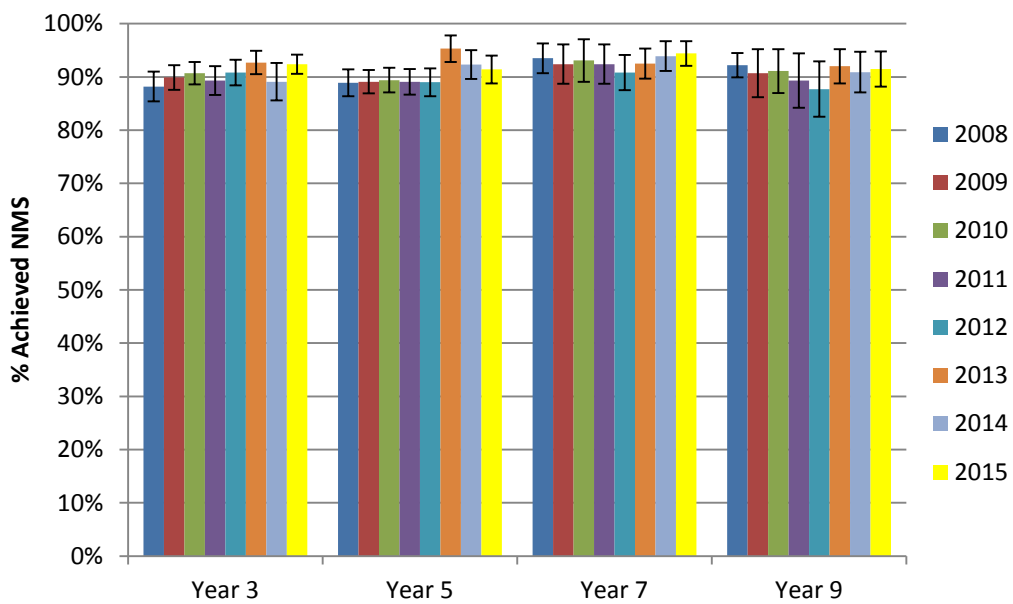
Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 4.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2015



Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 4.3 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2015



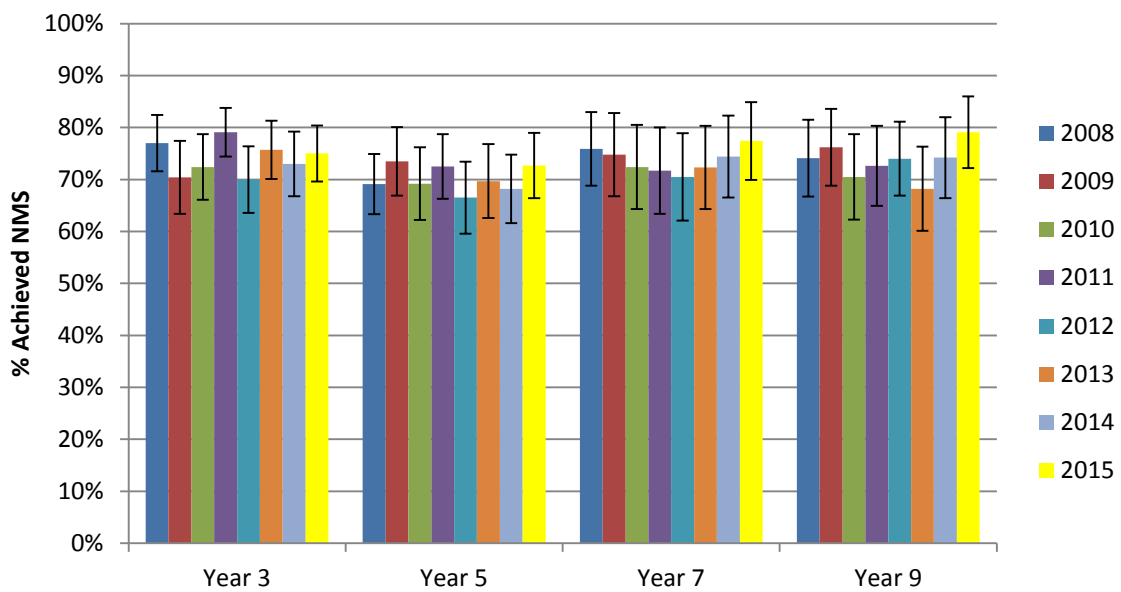
Source: DoE Performance and Data Management
For explanatory notes see page 14

5. Numeracy

Compared to 2014, the percentage of Indigenous students achieving NMS in numeracy in 2015 increased for each year level. For Years 5, 7 and 9, the achievement rates exceeded previous peaks for NT Indigenous students and for Year 9 the 12.8 percentage point increase in 2015 over 2014 to 57 per cent was statistically significant.

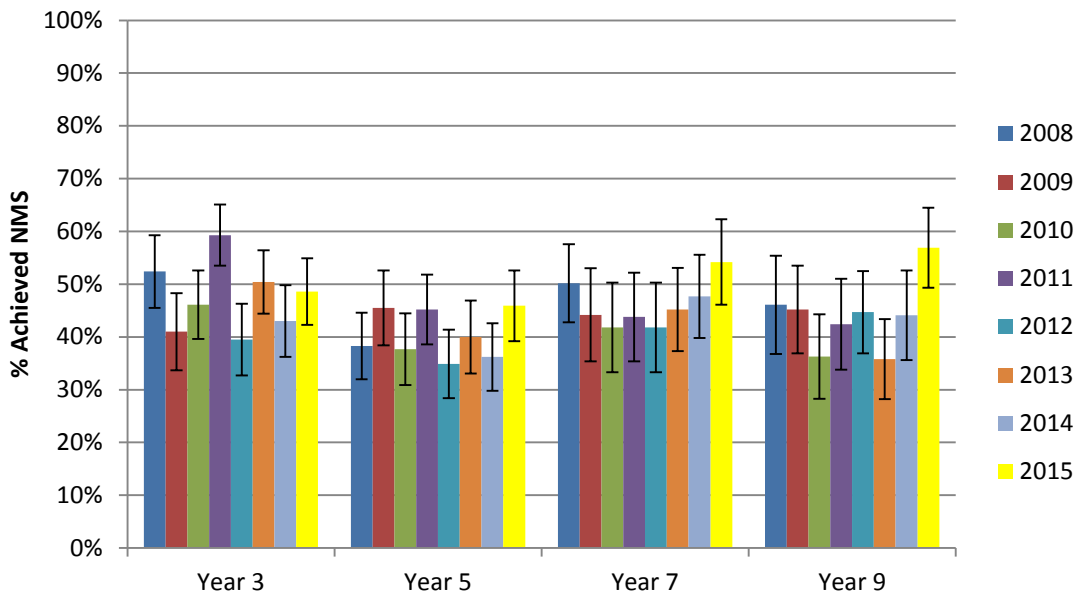
The percentage of non-Indigenous students achieving NMS in numeracy in 2015 also increased for each year level and for Year 7 and Year 9 reached the highest level recorded. The percentage of non-Indigenous students in the NT achieving NMS in numeracy is close to, but marginally lower than, the Australian average for each year level.

Figure 5.1 Percentage of NT Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2015



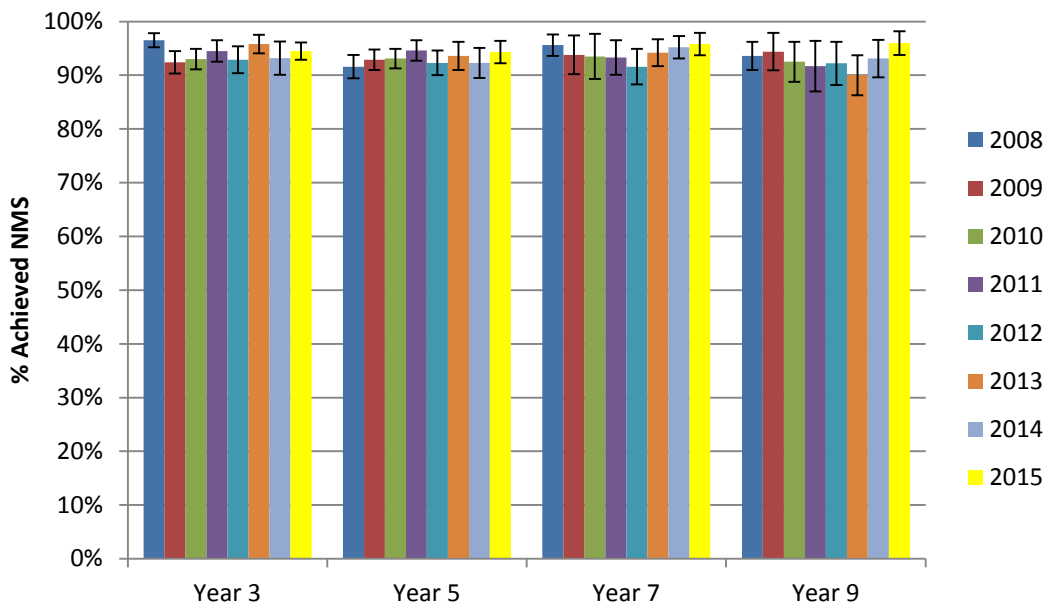
Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 5.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2015



Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 5.3 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard (NMS) in Numeracy 2008 - 2015



Source: DoE Performance and Data Management
For explanatory notes see page 14

6. Writing

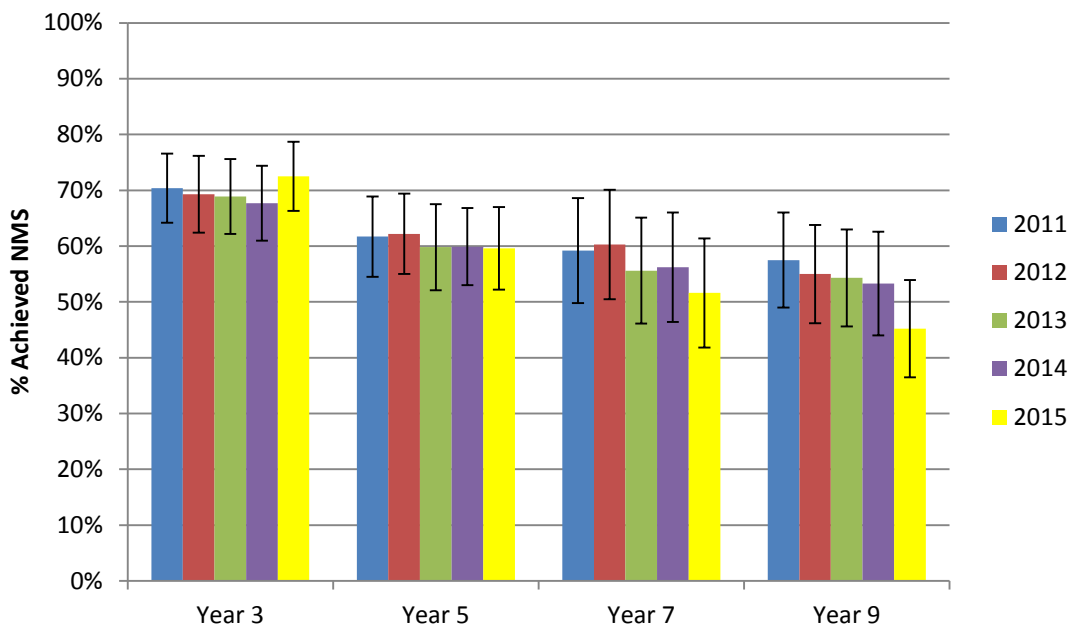
In 2011, the writing test domain changed from a narrative to a persuasive writing task. Due to this change in genre, the 2011 to 2015 writing results should not be compared to earlier years. Writing results for the earlier years have therefore been excluded.

The percentage of NT Indigenous students achieving NMS in 2015 in Year 7 and 9 was the lowest in the five year period since 2011 with both year levels showing a clear downward trend. The percentage of Indigenous students achieving NMS for Year 3 and 5 increased in 2015 over 2014. Year 3 Indigenous NT students recorded a 9.3 percentage point improvement in the proportion achieving NMS to a new peak of 43 per cent. However this proportion remains well below the 81 per cent national average for Year 3 Indigenous students achieving NMS.

The proportion of NT non-Indigenous students achieving NMS is highest in Year 3 and lowest in Year 9, with NMS achievement decreasing with higher year levels for writing. As with the Indigenous cohort, the percentage of non-Indigenous NT students achieving NMS in 2015 for Year 7 and 9 was the lowest in the five year period from 2011. The percentage of non-Indigenous students achieving NMS for Year 3 and 5 both increased in 2015 over 2014, with Year 3 non-Indigenous NT students reaching a new peak, at 94 per cent.

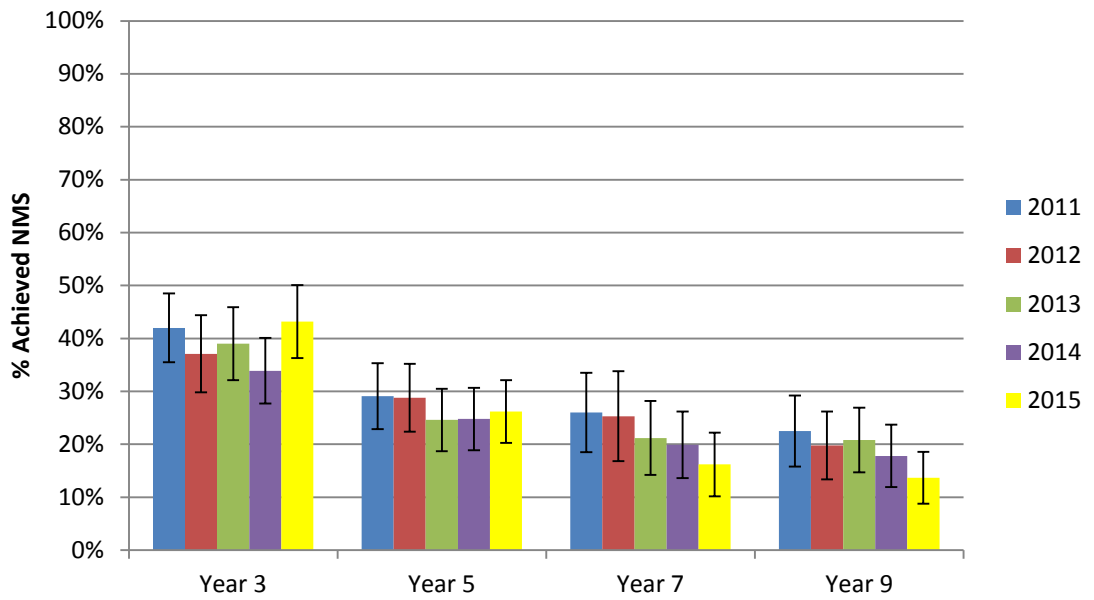
NT Indigenous and non-Indigenous students in Years 5, 7 and 9 are achieving NMS in writing at lower rates than they are in numeracy and reading.

Figure 6.1 Percentage of NT Students Achieving National Minimum Standard (NMS) in Writing 2011 – 2015



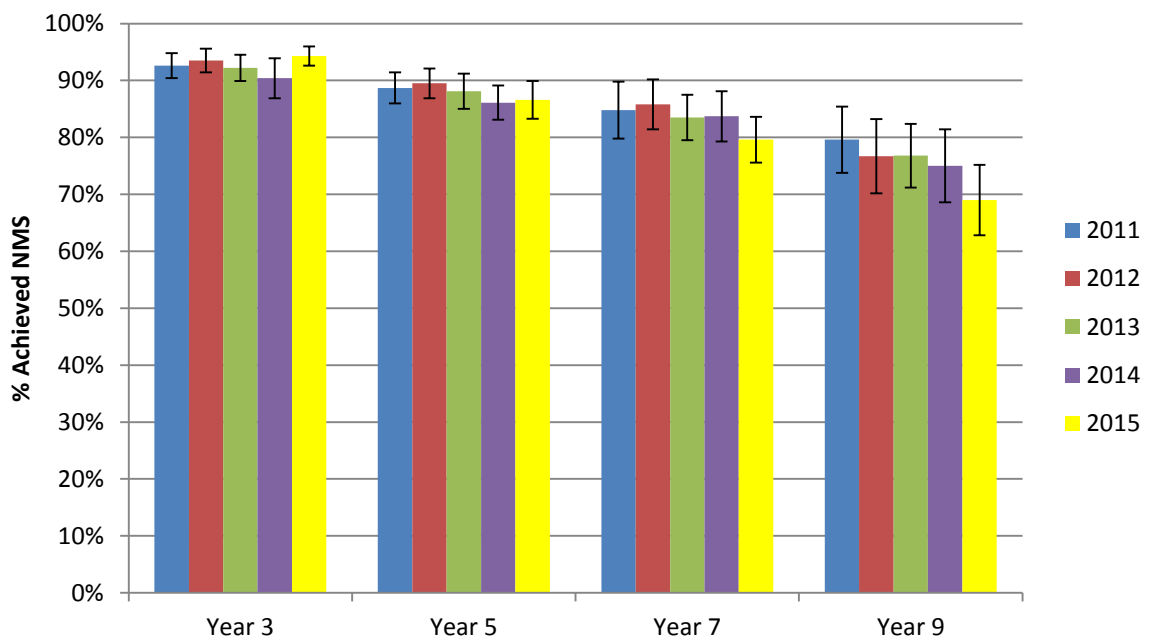
Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 6.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Writing 2011 - 2015



Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 6.3 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard (NMS) in Writing 2011 - 2015



Source: DoE Performance and Data Management
For explanatory notes see page 14

2015 Northern Territory Certificate of Education and Training

The Northern Territory Certificate of Education and Training

The Northern Territory Certificate of Education and Training (NTCET) will generally take 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 the 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, ten credits of numeracy, ten credits of the Personal Learning Plan and 60 credits at a C- 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.

2015 Results Release

Students who completed requirements for the NTCET during 2015 received their results on 15 December 2015. The release date was coordinated with the South Australian Certificate of Education Board of South Australia (SACE Board of SA). All students in the Northern Territory and South Australia in urban, regional and remote areas received their results on the same day.

A results enquiry service (RES) was available to Year 12 students and their parents from 15 December 2015 to 31 December 2015. This service, operating from the Senior Years Curriculum team, Department of Education, 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 ten calls.

2015 RESULTS DATA - NORTHERN TERRITORY

Caveats

- This data is valid as of 11 May 2016.
- Use of this data is subject to the Protocols outlined in Memorandum of Administrative Arrangement (Data Exchange) between the SACE Board and NT DoE.

Notes:

- Students receive 10 credits for a one-semester subject.
- Students receive 20 credits for a full-year subject.
- At Stage 1, students can enrol in the same subject code more than once. These figures therefore reflect completed enrolment numbers rather than a student count.
- Non-graded results (for Modified subjects) are reported to students as 'Completed' or 'Not Completed' without an accompanying score or grade.
- Results for Community Studies subjects are reported as either a grade between A and E, or N (no result).

2015 Northern Territory Certificate of Education and Training Statistics

In 2015, 1945 Northern Territory students studied one or more Stage 2 subjects. Of these students, 1389 students had the correct enrolment pattern to be eligible to complete their NTCET during 2015.

The Northern Territory Board of Studies (NTBOS) issued 1338 Northern Territory Certificates of Education and Training to students in 2015.

Figure 1 Total Number of NTCE/NTCETs issued from 2010 - 2015

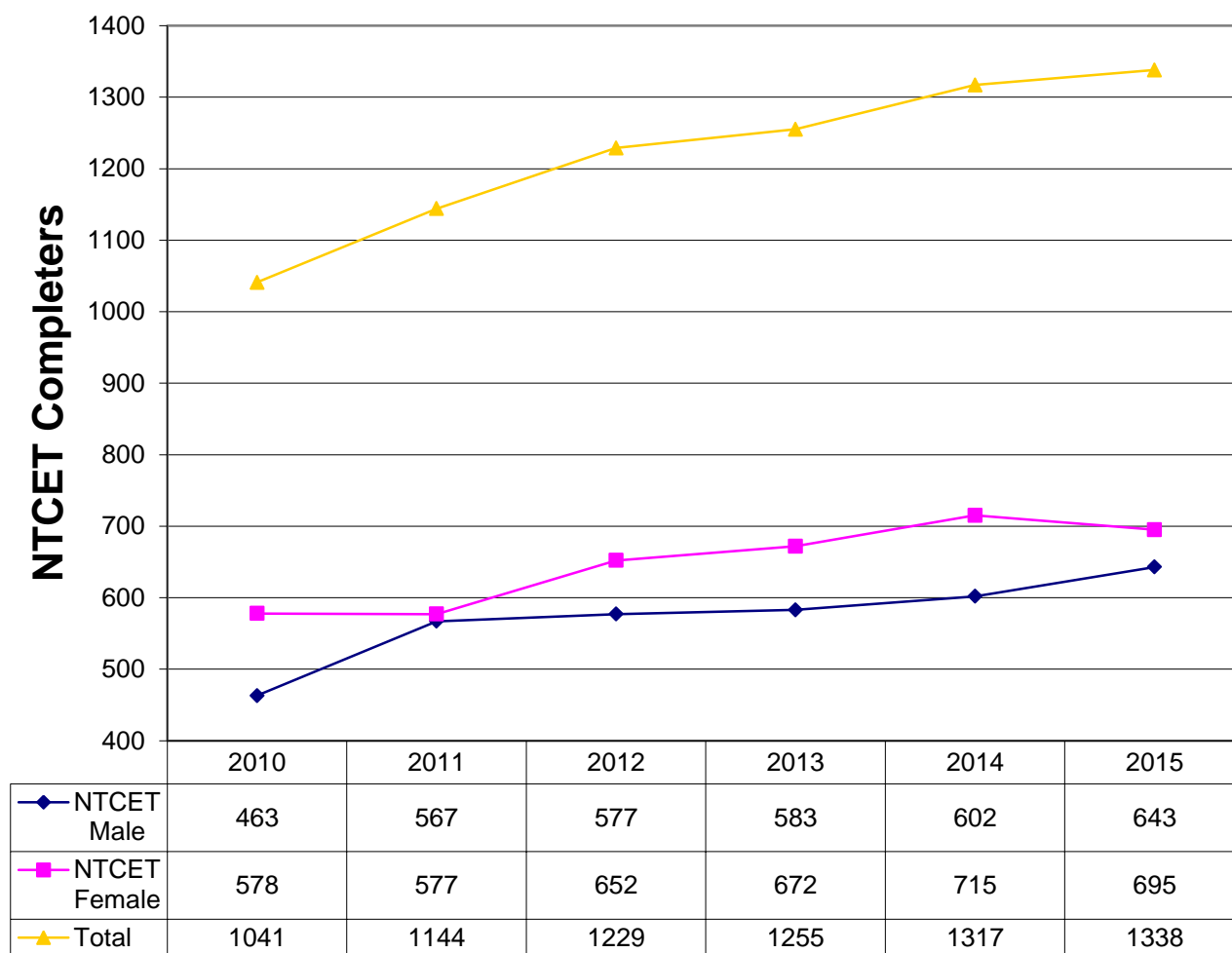


Figure 1 analysis

- 1338 students completed their NTCET.
- 695 (52%) were female.
- 643 (48%) were male.

Comparison 2014 to 2015

- 1.6% increase.
- 3% decrease in females completing NTCET.
- 7% increase in males completing NTCET.

Figure 2 Total number of NTCETs issued to government and non-government students from 2010 - 2015

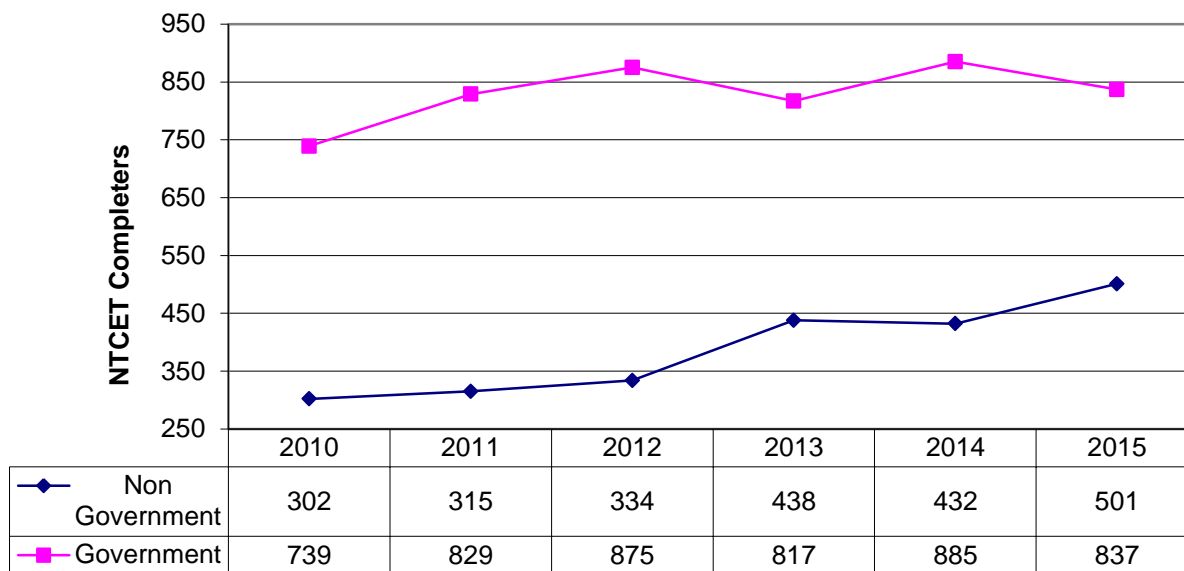


Figure 2 analysis

- 837 (63%) students receiving an NTCET studied in government schools.
- 501 (37%) students receiving an NTCET studied in non-government schools.

Comparison 2014 to 2015

- 5% decrease in students receiving an NTCET in government schools.
- 16% increase in students receiving an NTCET in non-government schools.

Figure 3 Number of potential NTCET completers compared to the number of Year 12 enrolments from 2010 - 2015

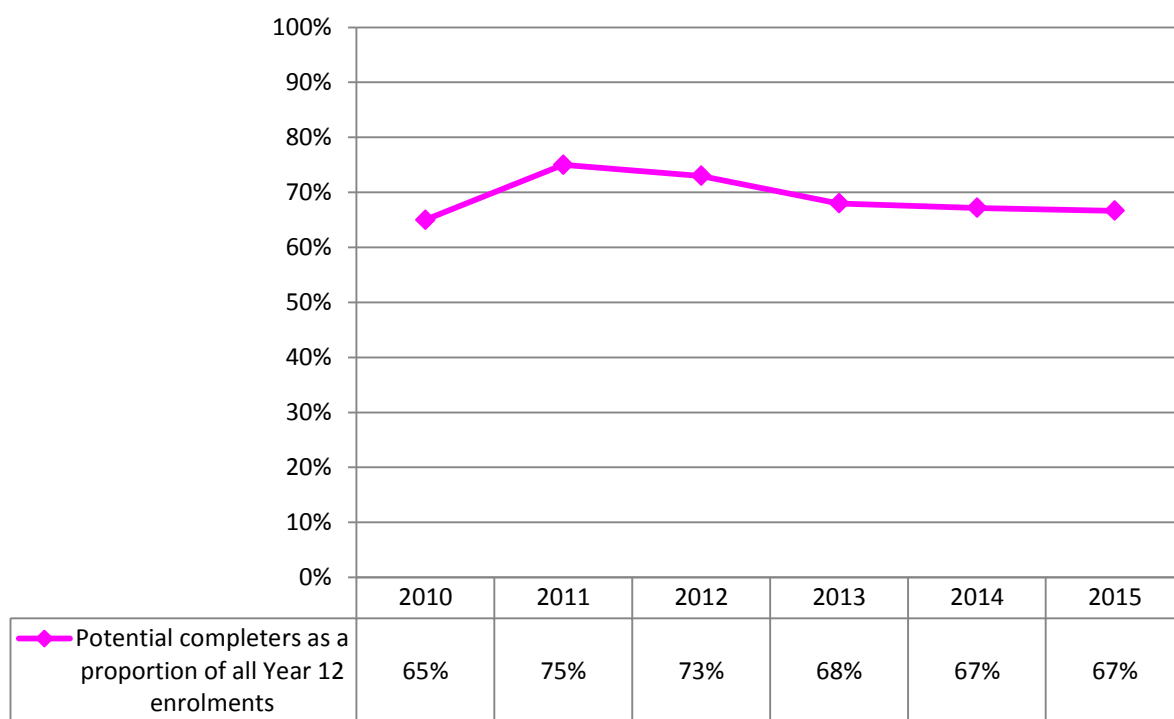


Figure 3 shows that in 2015, approximately 67% of students who were enrolled in Year 12 at the start of the year became potential completers.

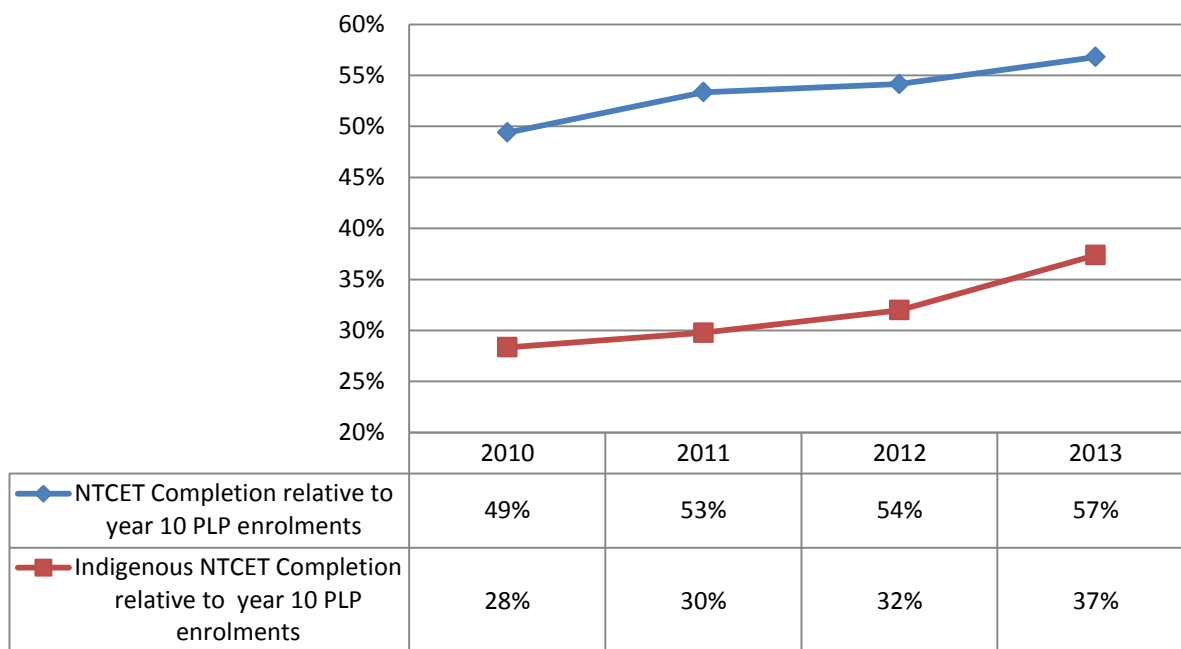
To be a potential completer, a student's subject enrolment prior to 2011 must allow them to:

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

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 4 NTCET completions compared to Personal Learning Plan enrolments in Year 10



Note: figures are subject to change as some students require more than 2 years to complete the NTCET

Figure 4 shows the retention of students enrolling in stage 1 Personal Learning Plan (PLP) usually in Year 10 and the percentage completing their NTCET. For example, a student completing in 2015 typically started their PLP in 2013.

Figure 4 analysis

- Shows the retention of students between Year 10 to NTCET completion has steadily increased.
- Significant increase in the retention of Indigenous students enrolling in the PLP in 2013.

Indigenous Completion

In 2015 of the 1338 students receiving their NTCET, 187 (14%) identified as Indigenous. The 187 students comprised 97 females and 90 males.

Figure 5 Total number of Indigenous NTCETs issued by gender from 2010 - 2015

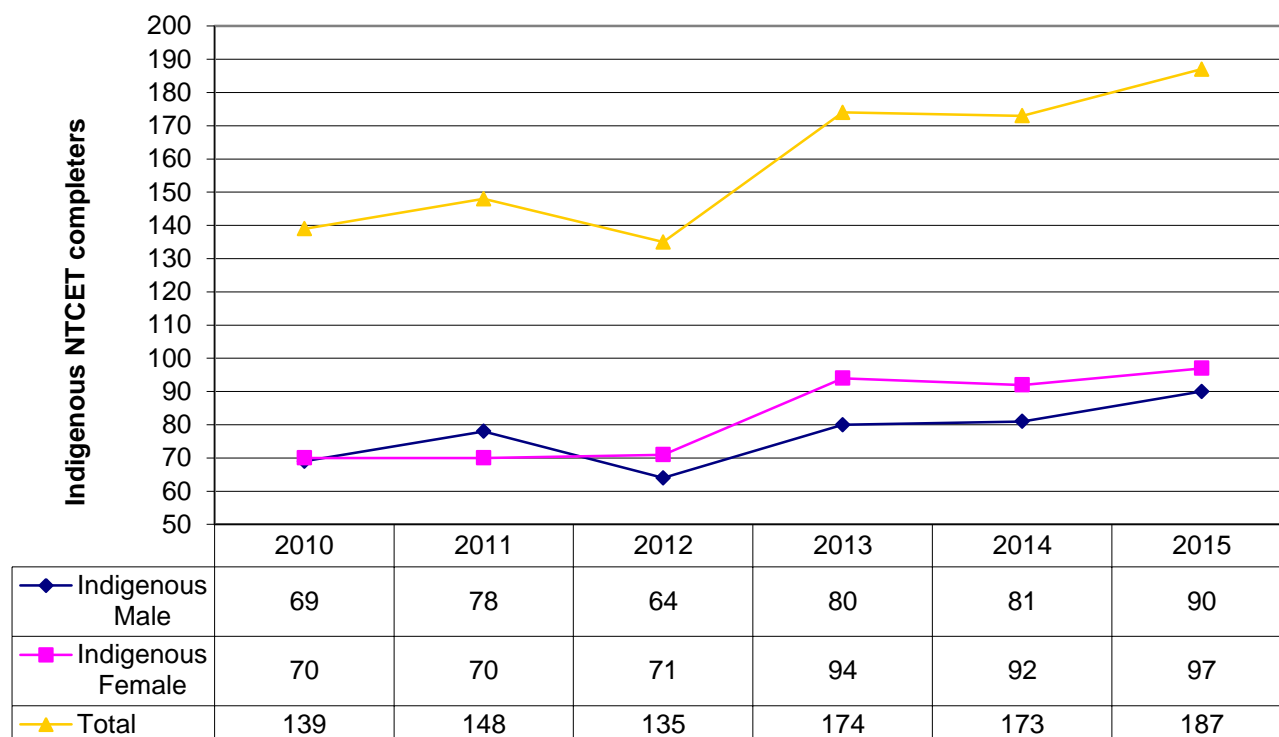


Figure 5 analysis

- 187 Indigenous students completing NTCET.
- 90 (52%) were female.
- 97 (48%) were male.

Comparison 2014 to 2015

- 8% increase in Indigenous students completing NTCET.
- 5% increase in Indigenous females completing NTCET.
- 11% increase in Indigenous males completing NTCET.

Seventeen Indigenous students achieved an NTCET studying in their own community in 2015: Gunbalanya School (eight) Shepherdson College (seven) and Yirrkala School (two).

Ten students who were located in a remote community completed their NTCET through the Northern Territory Open Education Centre. One of these students was from Borroloola School, one from Canteen Creek School, two from Gapuwiyak School, two from Jabiru Area School, one from Ngukurr School, one from Woolaning Homeland Christian College, two from Xavier Community Education Centre and two from Yirrkala Homeland School.

The top Indigenous NTCET student was from Darwin High School and Casuarina Senior College had the greatest number of Indigenous NTCET completers.

Figure 6 Total number of Indigenous NTCETs issued by Sector from 2010 - 2015

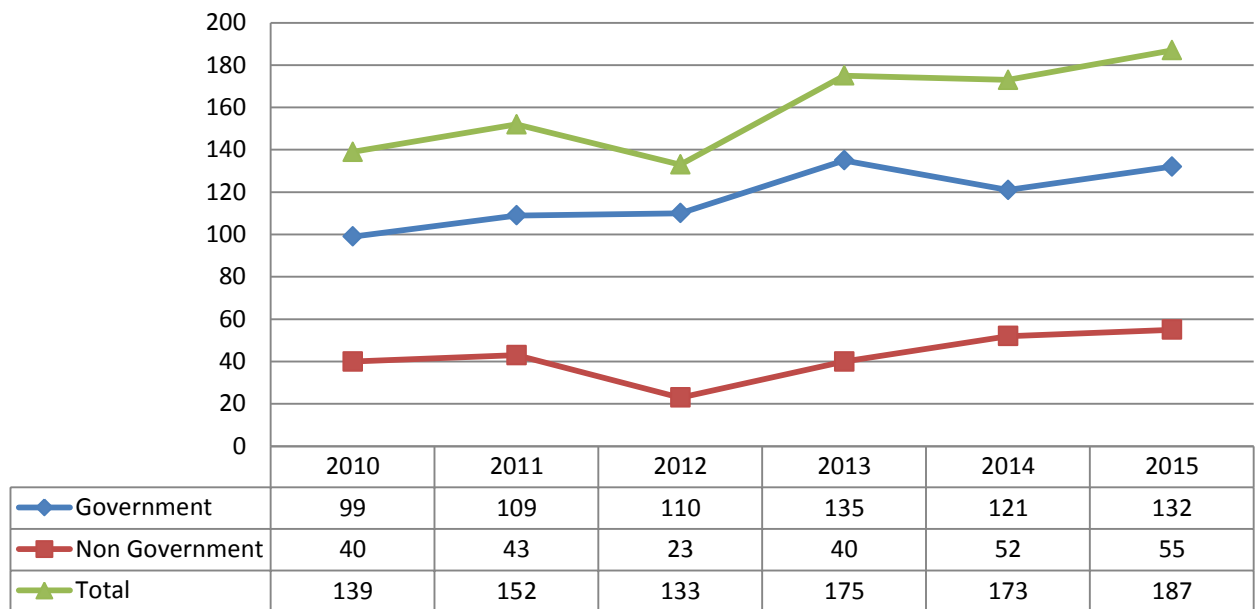


Figure 6 analysis

- 35% increase in Indigenous NTCET completions between 2010 and 2015.

Comparison 2014 to 2015

- 8% increase in indigenous NTCET completions.
- 9% increase in government schools Indigenous NTCET completions.
- 8% increase in non -government schools Indigenous NTCET completions.

Longitudinal Data

Table 1 Students enrolled as Year 12 compared to NTCETs issued from 2010 – 2015

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)
2015	1763 76%	1389 96%	901 51%	862 49%	1338	695 52%	643 48%
2014	1778 74%	1388 95%	903 51%	874 49%	1317	715 54%	602 46%
2013	1759 71%	1361 92%	919 52%	839 48%	1255	672 54%	583 46%
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%

** Previously these students were referred to as being enrolled in ten or more Stage 2 units. Up until 2010 they are defined as being enrolled in six Stage 2 units with a total enrolment of 22 units. From 2011, potential completing students are defined as enrolled in an appropriate combination of subjects/recognised learning to gain an NTCET.

Enrolment data based on August Age Grade Census.

Table 1 analysis

- 29% increase in NTCET issued between 2010 and 2015.
- Increase in conversion of possible completion to NTCET issued.
- 20% increase in NTCET issued for females between 2010 and 2015.
- 39% increase in NTCET issued for males between 2010 and 2015.

Top 20 NTCET and Merit Students

The top 20 NTCET students in the Northern Territory are recognised every year by the Northern Territory Board of Studies. These students gained university aggregates that ranged from 83 to 88.8 out of 90. Of the top 20 students, six (30%) were male and fourteen (70%) were female.

Nine of the top 20 students were from Darwin High School, three from The Essington School Darwin, three from St Philip's College, two from Casuarina Senior College, two from Katherine High School and one from Good Shepherd Lutheran College.

A+ Merit awards are presented to students for meritorious achievement in a SACE Board accredited subject. Students can gain an A+ merit in a Stage 2 SACE Board accredited subject, if they meet the following two criteria:

- gain an overall subject grade of A+ for that subject; and
- 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 four A+ merits were awarded to thirty five students in twenty four subjects from seven schools. One student achieved A+ merits in four subjects, one student achieved A+ merits in three subjects and two students achieved A+ merits in two subjects.



Stage 1 Results

Figure 7 below provides the percentage of students by learning area that obtained a grade of C or above.

All students awarded a result of C or above in any subject in the learning area have been included.

Figure 7 Stage 1 results by Learning Area 2015

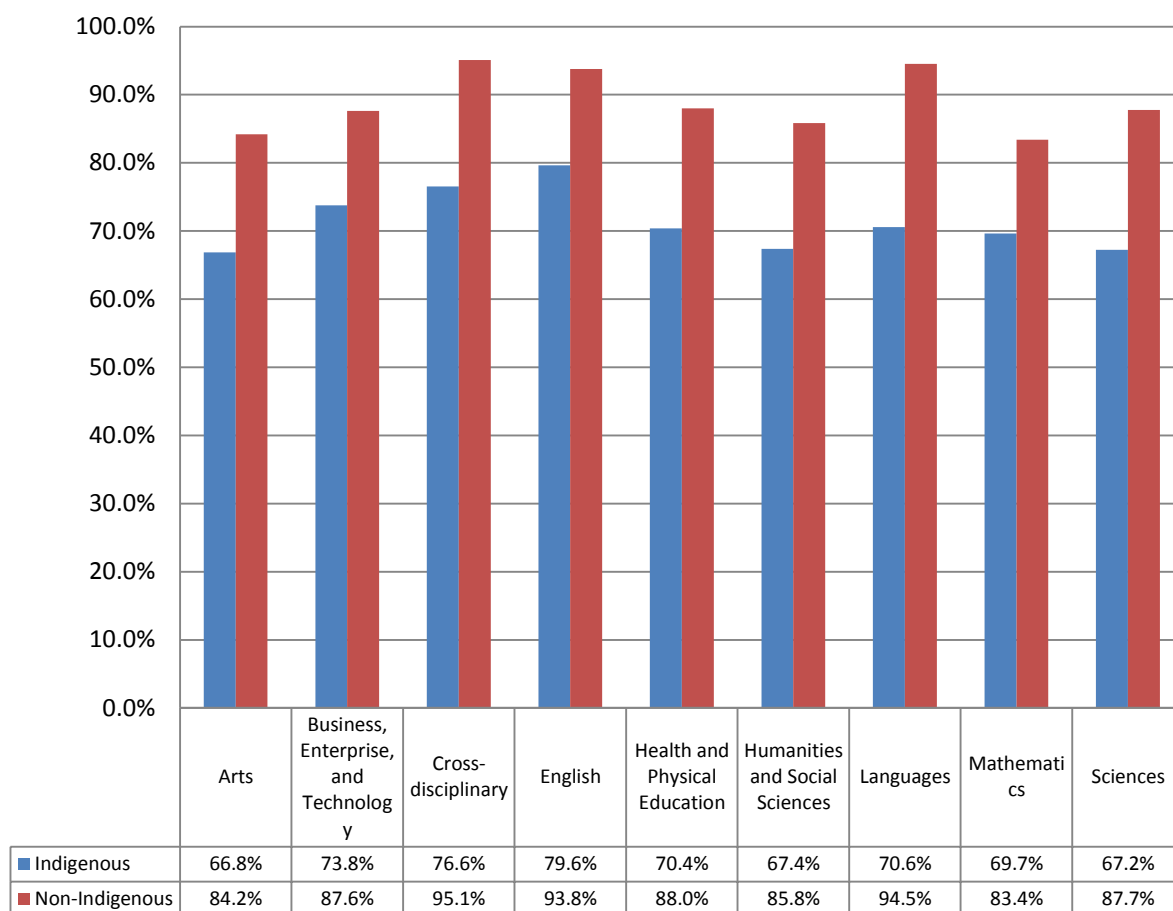


Figure 7 analysis

- Indigenous students obtaining a grade of C or above at Stage 1 is on average 18% less than that of non-Indigenous students across all learning areas.
- The smaller differences in the percentage of students obtaining a grade of C or above are in Mathematics.
- The greatest separation between Indigenous and non-Indigenous students obtaining a grade of C or above is in Languages.
- Indigenous student's highest performance was in English.
- Non-Indigenous student's highest performance was in Cross-disciplinary.

Stage 2 Results

Figure 8 below provides the percentage of students who gained a grade of C- or higher in Stage 2 subjects.

All students awarded a grade of C- or higher result in any subject in the learning area have been included.

Figure 8 Stage 2 results by Learning Area, 2015

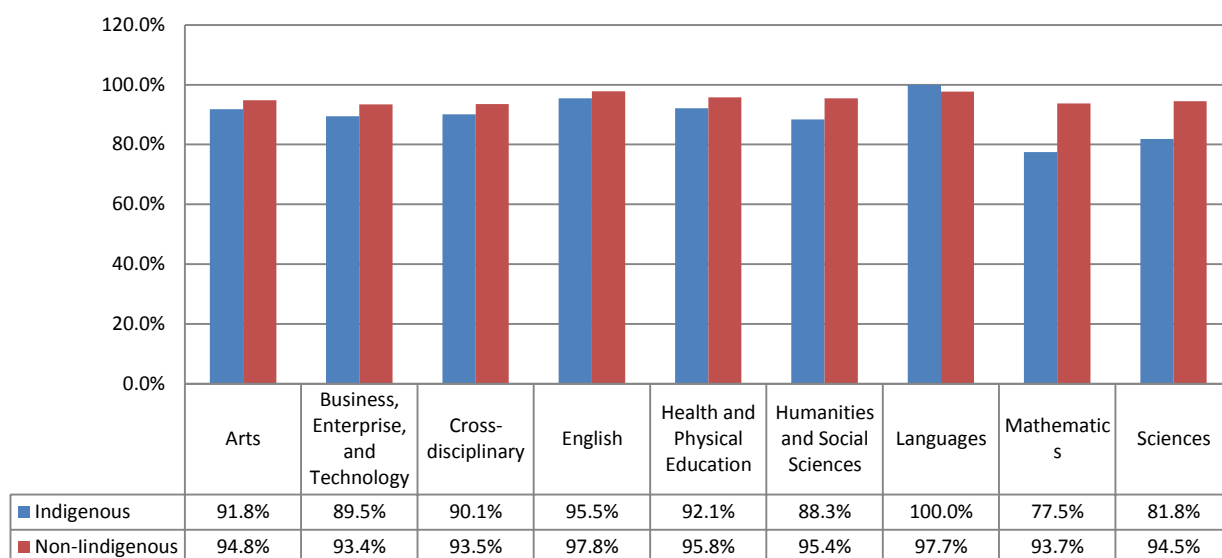


Figure 8 analysis

- Indigenous students obtaining a grade of C- or above at Stage 2 is on average 5.6% less than that of non-Indigenous students across all learning areas.
- The smaller differences in the percentage of students obtaining a grade of C- or above are in Languages.
- The greatest separation between indigenous and non-Indigenous students obtaining a grade of C- or above is in Mathematics.
- Indigenous student's highest performance was in Languages.
- Non-Indigenous student's highest performance was in English.

Vocational Education and Training that contributes to the NTCET

Table 2 NTCET students and their VET completions

VET Completions	2015
Number of students who completed the NTCET with VET	592
Number of students who completed the NTCET and wouldn't have done so without VET	331

In the Northern Territory Certificate of Education and Training, vocational education and training can be recognised at both Stage 1 and Stage 2. A completed Certificate III qualification and above can be used to calculate a student's Australian Tertiary Admission Rank.

Forty-four per cent of students completed VET competencies and an NTCET (46% in 2014). Twenty-five per cent of students used VET to complete their NTCET (24% in 2014).



2015 Vocational Education and Training in Schools

Vocational Education and Training (VET) in schools in the Northern Territory has evolved significantly in the last five years since 2010.

A team, dedicated to the strengthening of employment pathways in schools, was established in 2010. The Industry, Engagement and Employment Pathways (IEEP) team focusses on working with schools to develop a line of sight for their students from school through to employment. Underpinning the work of the IEEP is the Employment Pathways Model.

The Employment Pathways Model in 2015 is a secondary education program aimed at preparing students, particularly Indigenous students from remote communities, to progress towards employment, training or further education beyond school. The program incorporates vocational education, targeted and contextualised literacy and numeracy, life skills and well-being. The holistic approach provides opportunities to make connections with the local area. The development of the program occurs in collaboration with each school site so that it is appropriate to student needs, interest and identified employment pathways. The model incorporates embedded or mobile trainers in communities where they deliver VET. The model aims to provide consistency across sites to cater for student mobility.

A targeted literacy program was trialed in four schools in 2015 and taken up by five schools in 2016. A more limited trial of the Junior Elementary Math's program has been expanded to five schools in 2016. An implementation team is being established to work with five schools in 2016 to incorporate a more holistic approach to the employment pathways framework.

Notable VET programs that were run in 2015 include:

- **The Pastoral Futures Program**
This program ran across the Northern Territory and targeted those students keen to enter the pastoral industry. Schools involved included Ntaria School, Centralian Senior College, Tennant Creek High School and Taminmin College. Stakeholders in this program are the Department of Education, the Department of Primary Industries and Fisheries, Central Land Council, Northern Land Council, the Indigenous Land Corporation and the NT Cattleman's Association. Approximately 110 students were involved in this program.
- **A Transport and Logistics Program** at Palmerston Senior College for Year 11 and 12 students with two Certificate II's and a partial Certificate III.
- **Automotive Industry Academy** set up at Casuarina Senior College, specialising in the automotive industry.
- **Employment Pathways Centre** at Nightcliff Middle School. This Centre catered for students from six middle schools in the Darwin area and delivered Certificate I in Manufacturing Pathways.

- **Maritime program.** Throughout 2015 a maritime training program has been developed that will be delivered in four sites in 2016. The schools involved are Nhulunbuy High School, Casuarina Senior College, Milingimbi School and Shepherdson College. Infrastructure is being built and equipment purchased for this exciting new program.
- **NT Police Fire and Emergency Services (NTPFES) Cadets Program**
In 2015 a Police Cadets program has been established in partnership with Palmerston Senior College, NTPFES and the Department of Education to provide Palmerston Senior College students with the opportunity to participate in an employment pathways program that exposes students to employment opportunities in NTPFES and other Northern Territory Government agencies. Students finishing the two year program will complete a Certificate II in Business and a Certificate II in Public Safety.

Table 1:
2015 Northern Territory students' VET Statements of Attainment

Government	Non-Government	Total
1294	709	2003

Table 2:
2015 Northern Territory students' VET qualification certificate completions

Qualification Level	Government	Non-Government	Total
Certificates I, II and III	540	320	860

***Table 3:**
2015 Northern Territory students' School-Based Apprenticeships and Traineeships

Government	Non-Government	Total
87	70	157

School-based apprenticeships and traineeships contribute to NTCET outcomes but are managed by the Department of Business once a student is signed up.

Table 4:
2015 Northern Territory students' VET Structured Work Placements

Government	Non-Government	Total
390	110	500

The total number of placements was:

- government schools - 612
 - non-government schools - 172
- i.e. some students do more than one placement in a year.

In 2015, 373 businesses participated in the Structured Work Placement Program.

Appendix 1

Northern Territory Board of Studies Student Awards 2015

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

The ceremonies recognised academic excellence among 2015 school leavers. The awards formally recognised the top 20 achieving Northern Territory Certificate of Education and Training students and students who received an A+ with merit. In addition, students who achieved International Baccalaureate merits and industry-sponsored awards for particular subjects were recognised.

Awards presented to graduates at ceremonies held in Alice Springs and Darwin, are listed below:

	Award	Sponsor
1	Administrator's Medal (Primary students only)	Administrator of the Northern Territory
2	Administrator's Medal (Middle Years students only)	Administrator of the Northern Territory
3	Biology award	Menzies School of Health Research
4	Business and Enterprise award	Department of Business
5	Certificate of Merit (Stage 2)	Northern Territory Board of Studies
6	Chemistry award	Royal Australian Chemical Institute
7	Darwin Lord Mayor Languages award	Katrina Fong Lim
8	Geography award	International Association of Hydrogeologists (NT)
9	Health Education award	Australian Council for Health, Physical Education and Recreation (NT)
10	Ian MacGregor Rotary award for English Studies	Rotary Club of Darwin
11	Ian MacGregor Rotary award for excellence in English Communications	Rotary Club of Darwin
12	Information Technology award	Australian Computer Society (NT branch)
13	International Baccalaureate Certificates of Merit	Australian International Baccalaureate Office
14	Karmi Sceney Remote Indigenous Excellence and Leadership award	Department of Education
15	Karmi Sceney Urban Indigenous Excellence and Leadership award	Department of Education
16	Legal Studies award	Law Society Northern Territory
17	Mathematics award	Department of Treasury and Finance

Awards continued

	Award	Sponsor
18	Most Outstanding International Baccalaureate Student	Minister for Education
19	Most Outstanding School Based Apprentice or Trainee of the Year award	GTNT
20	Most Outstanding Stage 2 Northern Territory Certificate of Education and Training student	Chief Minister
21	Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Indigenous student	Chief Minister
22	Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Open Education student	Chief Minister
23	Music School award	Northern Territory Music School
24	Physical Education award	Australian Council for Health, Physical Education and Recreation (NT)
25	Physics award	Australian Meteorological and Oceanographic Society
26	Sally Bruyn Primary School Science award (for year 6 students)	Department of Education
27	Science award	Australian Veterinary Association (NT Division) Bobbie Thompson
28	Telstra Remote Indigenous student award	Telstra Country Wide
29	Top Indigenous Australian Tertiary Admission Ranked award	Charles Darwin University
30	Top Ten Ranked Australian Tertiary Admission Ranked awards	Charles Darwin University
31	Top 20 Northern Territory Certificate of Education and Training students	Northern Territory Board of Studies
32	Vic Czernezkyj Mathematics award	Mathematics Teachers Association of the NT
33	Vocational Education and Training award Year11	Minister for Education
34	Vocational Education and Training award Year12	Minister for Education



Minister Peter Chandler and 2015 awardees

2015 Award Winners

Chief Minister's Awards	Name	School
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training student	Lauren Northcote	Darwin High School
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Indigenous student	Lauren Seden	Darwin High School
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Open Education student	Kye Van De Veerdonk	NT Open Education Centre / Jabiru Area School



Lauren Northcote, Lauren Seden and Kye Van De Veerdonk
Minister Peter Chandler MLA

Administrators Medals	Name	School
Administrator's Medal for Territory Primary Year Scholar	Olivia Anderson	Larrakeyah Primary School
Administrator's Medal for Territory Middle Year Scholar	Morgan Gurry	Darwin Middle School



Olivia Anderson and Morgan Gurry
Hon John Hardy OAM Administrator of the NT

Top 20 ranked Year 12 Northern Territory Certificate of Education and Training Students

<i>Name</i>	<i>School</i>	<i>University Aggregate</i>	<i>ATAR</i>	<i>Rank</i>
Lauren Northcote	Darwin High School	88.8	99.9	1
Charlotte Thompson	Darwin High School	87.6	99.7	2
Roman Delo	The Essington School Darwin	86.6	99.45	3
Isaac Bell	Katherine High School	86.2	99.3	4
Parthiv Gaykar	Darwin High School	86.2	99.3	4
Sam Guempel-Crothers	Katherine High School	85.9	99.2	6
Mary-Rose Thomas	St Philip's College	84.9	98.75	7
Mie Sorensen	Darwin High School	84.8	98.7	8
Matthew Holohan	Darwin High School	84.6	98.55	9
Jessica Lim	Casuarina Senior College	84.4	98.45	10
Molly Barron	The Essington School Darwin	84.1	98.3	11
Johannah Pastor	Darwin High School	83.9	98.2	12
Grace Thomas	Good Shepherd Lutheran College	83.9	98.2	12
Radita Naowal	Darwin High School	83.8	98.15	14
Jemma Britton	The Essington School Darwin	83.5	97.95	15
Matilda Dorman	Darwin High School	83.4	97.9	16
Alyssa Cabry	Darwin High School	83.3	97.85	17
Ewan Gerken	Casuarina Senior College	83.1	97.7	18
Ella Moyses	St Philip's College	83.1	97.7	18
Poppy Dutton Waterford	St Philip's College	83	97.65	20

Charles Darwin University Top Ten Australian Tertiary Admission Rank awards

<i>Name</i>	<i>School</i>
Lauren Northcote	Darwin High School
Charlotte Thompson	Darwin High School
Roman Delo	The Essington School Darwin
Isaac Bell	Katherine High School
Parthiv Gaykar	Darwin High School
Sam Guempel-Crothers	Katherine High School
Mary-Rose Thomas	St Philip's College
Mie Sorensen	Darwin High School
Matthew Holohan	Darwin High School
Jessica Lim	Casuarina Senior College



Lauren Northcote
Professor Simon Maddocks CDU Darwin



Mary-Rose Thomas
Lyle Mellors, CDU Alice Springs

Year 12 Certificates of Merit

Name	School	Subject
Ewan Gerken	Casuarina Senior College	Chemistry
Peta Bonnell	Casuarina Senior College	Child Studies
Sarah Macpherson-Oxley	Casuarina Senior College	Biology
Charlotte Thompson	Darwin High School	Mathematical Studies, Psychology and English Studies
Lauren Northcote	Darwin High School	English Studies, Research Project B, Mathematical Methods and Indonesian (beginners)
Madeline Harold	Darwin High School	Biology
Matilda Dorman	Darwin High School	Women's Studies
Matthew Holohan	Darwin High School	Biology
Mie Sorensen	Darwin High School	Biology and English Studies
Nathaniel Kelly	Darwin High School	English Communications
Ruby Josif	Darwin High School	English Communications
Isaac Bell	Katherine High School	English Communications
Jorjilou Reyes	Katherine High School	Scientific Studies
Sam Guempel-Crothers	Katherine High School	English Communications and Scientific Studies
Arlo Stewart	Kormilda College	Geography
Jack Cartmer	Marrara Christian College	Research Project B
Alexander Parfitt	Nhulunbuy High School	English Communications
Kate Davies	NT Open Education Centre and Taminmin College	Health
Kye Van De Veerdonk	NT Open Education Centre	Health
Cassandra De Vries	O'Loughlin Catholic College	Workplace Practices
Luke Unwin	O'Loughlin Catholic College	Workplace Practices
Tatiana Da Costa E Silva	O'Loughlin Catholic College	Ensemble Performance and Solo Performance
Emily Ingamells	St Philip's College	Mathematical Applications
Mary-Rose Thomas	St Philip's College	English Studies
Melinda Mees	Taminmin College	Research Project B
Ayden McDonald	The Essington School Darwin	Communication Products I
Hannah Carter	The Essington School Darwin	Biology
Millie Hunt	The Essington School Darwin	Dance
Molly Barron	The Essington School Darwin	Visual Arts – Art
Niamh Marah	The Essington School Darwin	Business and Enterprise
Roman Delo	The Essington School Darwin	Communication Products I and Psychology
Ruby Peryman	The Essington School Darwin	Information Processing and Publishing
Shevonne Pennefather	The Essington School Darwin	Health
Sri Heraganahally	The Essington School Darwin	Health
Thomas Huntingford	The Essington School Darwin	Creative Arts

Individual award sponsorships

Award name	Winner	School
Australian Computer Society ICT Award for Information Technology	Isaac Langford	The Essington School Darwin
Australian Council for Health, Physical Education and Recreation (NT) Health Education Award	Kye Van De Veerdonk	NT Open Education Centre / Jabiru Area School
Australian Council for Health, Physical Education and Recreation (NT) Physical Education Award	Ewan Gerken	Casuarina Senior College
Australian Meteorological and Oceanographic Society Physics Award	Parthiv Gaykar	Darwin High School
Australian Veterinary Association (NT Division) Dennis Thomson Memorial Science Award	Roman Delo	The Essington School Darwin
Charles Darwin University Top Indigenous Australian Tertiary Admission Rank Award	Lauren Seden	Darwin High School
Darwin Lord Mayor Languages Award	Lauren Northcote	Darwin High School
Department of Business – Business and Enterprise Award	Jemma Britton	The Essington School Darwin
Department of Treasury and Finance Mathematics Award	Lauren Northcote	Darwin High School
GTNT Most Outstanding School-Based Apprentice/Trainee of the Year Award (equal winners)	Stevie Allison Koulla Tomazos	Taminmin College Darwin High School
Ian MacGregor Rotary Award for English Studies (equal winners)	Charlotte Thompson Mary-Rose Thomas	Darwin High School St Philip's College
Ian MacGregor Rotary Award for Excellence in English Communications	Alexander Parfitt	Nhulunbuy High School
International Association of Hydrogeologists (NT branch) Geography Award	Arlo Stewart	Kormilda College
International Baccalaureate Most Outstanding Student award	Aiden Webb	Kormilda College
Karmi Sceney Urban Indigenous Excellence and Leadership awards	Kyana Hubbard	Casuarina Senior College

Individual award sponsorships continued

Award name	Winner	School
Karmi Sceney Remote Indigenous Excellence and Leadership awards	Daniel Bromot	Kormilda College
Mathematics Teachers Association of the Northern Territory Vic Czernezkyj Mathematics Award	Leonard Ong	The Essington School Darwin
Menzies School of Health Research Biology Award	Mie Sorensen	Darwin High School
Northern Territory Board of Studies Year 11 Vocational Education and Training award	Chloe Bonnell	Good Shepherd Lutheran College
Northern Territory Board of Studies Year 12 Vocational Education and Training award	Wynonna Young	Casuarina Senior College
NT Music School Music Award	Eugene Duffy	Darwin High School
Royal Australian Chemical Institute Chemistry Award	Ewan Gerken	Casuarina Senior College
Telstra Top Remote Indigenous Student Award	Casimira Tipiloura	NT Open Education Centre & Xavier College

International Baccalaureate Certificates of Merit

Name	School	Category
Aiden Webb	Kormilda College	Spanish an initio Standard Level
Ashley Wilkinson	Kormilda College	Visual Arts, Extended Essay
Emma Briscoe	Kormilda College	Outstanding involvement in Creativity, Action and Service

Sally Bruyn Senior Primary School Science Award

Awardee	School
Alice Campbell	Alawa Primary School



Alice Campbell and Kathleen Bruyn

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 2015 school year are listed below:

Year 12 Students

<i>Name</i>		<i>School</i>
Jessica Lim	Lim	Casuarina Senior College
Caleb	Fidler	Centralian Senior College
Lauren	Northcote	Darwin High School
Kathleen	Brigden	Good Shepherd Lutheran College
Kye	Van De Veerdonk	Jabiru Area School
Arlo	Stewart	Kormilda College
Alexander	Parfitt	Nhulunbuy High School
Alicia	Wong	Northern Territory Christian College
Kye	Van De Veerdonk	Northern Territory Open Education Centre
Riley	Smith	O'Loughlin College
Ryan	Forrester	Our Lady of the Sacred Heart Catholic College - Alice Springs
Lukeus	Ryan	Palmerston Senior College
Jesse	Leatherland-Napier	St Joseph's Catholic College Katherine
Mary-Rose	Thomas	St Philips College Alice Springs
Natasha	May	Tennant Creek High School
Cheya	Clarke	Taminmin College
Billee-Joyce	Harrington	Taminmin College
Niamh	Marah	The Essington School Darwin
Roman	Delo	The Essington School Darwin

Year 12 International Baccalaureate

<i>Name</i>		<i>School</i>
Aiden	Webb	Kormilda College

Year 12 Indigenous Students

<i>Name</i>		<i>School</i>
Kyana	Hubbard	Casuarina Senior College
Kaya	Jarrett	Centralian Senior College
Stella	Smith	Darwin High School
Brock	Hope	Jabiru Area School
Linda	Fry	Kormilda College

Year 12 Indigenous students continued

Name		School
Connor	Lobenwein	Nhulunbuy High School
Pauna	Wees	Northern Territory Christian College
Casimira	Tipiloura	Northern Territory Open Education Centre
Michelle	Derrick	O'Loughlin College
Clarissa	Carter	Palmerston Senior College
Georgie Rose	McGregor	St Philips College Alice Springs
Crystal	Johnston	Tennant Creek High School
Allana	Neave	Taminmin College
David	Woodhead	The Essington School Darwin
Casey	Robinson	Woolaning Homeland Christian College
Casimira	Tipiloura	Xavier Catholic College Wurrumiyanga

Year 12 - Personal Learning Achiever

Name		School
Wendy	Young-Smith	Casuarina Senior College
Jaidyn	Stanton	Centralian Senior College
Ryan	Fenton	Darwin High School
Joshua	Brustolin	Good Shepherd Lutheran College
Zak	Power	Kormilda College
Keven	Mitchell	Nhulunbuy High School
Cameron	Maher	O'Loughlin College
Simone	Beer-Dorow	Palmerston Senior College
Drew	Whitehouse	St Joseph's Catholic College - Katherine
Amy	James	Tennant Creek High School
Nina	Carseldine	Taminmin College
Leonard	Ong	The Essington School Darwin
Sally	Thompson	Woolaning Homeland Christian College

Year 9 Students

Name		School
Rachel	Leicht	Alice Springs School of the Air
Shannon	Club	Arlparra School
Elizabeth	Taylor	Araluen Christian College
Ava	Wilmore	Darwin Middle School
Jana	Scholz	Dripstone Middle School
Zachary	Saynor	Dripstone Middle School
Matthew	Chapman	Dripstone Middle School
Connor	Marshall	Good Shepherd Lutheran College
Campbell	Temperley	Jabiru Area School
Sandra	Jestin	Katherine School of the Air
Zoe	Chesworth	Kormilda College

Year 9 Students continued

Name		School
Leah	Beissel	Marrara Christian College
Alysha	Healy	MacKillop Catholic College
Emily	Giles	Nhulunbuy Christian College
Cheyenne	Reynolds	Nhulunbuy High School
Joshua	Mullan	Our Lady of the Sacred Heart Catholic College Alice Springs
Carmel	Ferrer	O'Loughlin Catholic College
Shanae	Klaas	Palmerston Christian School
Gabrielle	Gillamac	Sanderson Middle School
Brenton	Vaatstra	Sattler Christian College
Peter	Just	St Joseph's Catholic College - Katherine
Dominic Morish	Boffa	St Philip's College
Ann	Trinh	Taminmin College
Vanessa	Lee	The Essington School Darwin
Hannah	Verdillo	Tennant Creek High School
Kathy	Lewis	Woolaning Homeland Christian College

Year 6 Students

Name		School
Loretta	Crayford	Adelaide River Primary School
Emma	Keightley	Alawa Primary School
Nyk	Balanay	Alice Springs School of the Air
Lauren	Barnfield	Alyangula Area School
Jennifer	Nguyen	Anula Primary School
Kayden	Daniels	Arlparra School
Lachlan	Spilsbury	Araluen Christian College
Alyssa	McKay	Bakewell Primary School
Jackson	Reid	Bees Creek Primary School
Alli	Anderson	Bradshaw Primary School
Anika	Gale	Braitling Primary School
Jack	Sweeney	Casuarina Street School
Elyssia	Tallon-Rosas	Clyde Fenton Primary School
Charli	Nomoa	Driver Primary School
Matilda	Colling	Durack School
Kida	Langham	Girraween Primary School
Alexandra	Blyton	Good Shepherd Lutheran College
Zissa	Taylor	Gray Primary School
Ayla	Davies	Holy Family Catholic Primary School
Lucy	O'Neil	Holy Spirit Catholic Primary School
Alarna	Politis	Howard Springs Primary School
Pimpnara	Einam	Humpty Doo Primary School
Kia	Gowler	Jabiru Area School

Year 6 Students continued

Name		School
Cameron	Smith	Jingili Primary School
Jade	Short	Katherine South Primary School
Claire	Stockwell	Katherine School of the Air
Adam	Koirala	Kormilda College
Bobby	Zeng	Larapinta Primary School
Olivia	Anderson	Larakeyah Primary School
Gina	Edwin	Leanyer Primary School
Kobi	Bondareff	Ludmilla Primary School
Jorja	Kinny	MacFarlane Primary School
Jordan	Kelly-Mullins	Malak Primary School
Angelina	Ocampo	Manunda Terrace Primary School
Michiah	Plumb	Marrara Christian College
Jacinta	Saynor	Moil Primary School
Aimee	Ferdinands	Nakara Primary School
Joshua	Blundell	Nhulunbuy Primary School
Jackson	Dun	Nhulunbuy Christian College
Isham	Dhakal	Nightcliff Primary School
Maggie	Dash	Our Lady of the Sacred Heart Catholic College Alice Springs
Brooke	Timms	Palmerston Christian School
Fisher	Harris	Parap Primary School
Jin-In	Modequillo	Rosebery Primary School
Max	Duffell	Ross Park Primary School
Erin	Murphy	Sacred Heart Catholic Primary School
Aileen	Matthews	Sadadeen Primary School
Jemma	Dingey	Sattler Christian College
Cody	Farrow	St Francis of Assisi Catholic Primary School
Ryan	Westley	St Joseph's Catholic College - Katherine
Michael	O'Toole	St Mary's Catholic Primary School
Monica	Tran	St Paul's Catholic Primary School Nightcliff
Georgina	Roy	Stuart Park Primary School
Liam	McAllister	The Essington School Darwin
Chelsea	Gibson	Wulagi Primary School
David	Kennon	Wanguri Primary School
Aleece	Ly	Woodroffe Primary School

Stage 1 Subjects 2015

ARTS

Creative Arts
Creative Arts: Local Program
Creative Arts: Modified
Dance
Drama
Music
Music Experience
Music Advanced
Visual Arts
Visual Arts – Art
Visual Arts – Design

BUSINESS, ENTERPRISE, AND TECHNOLOGY

Accounting
Business and Enterprise
Business and Enterprise: Local Program
Business and Enterprise: Modified
Design and Technology
Communication Products
Material Products
Systems and Control Products
Information Processing and Publishing
Information Technology
Workplace Practices

CROSS-DISCIPLINARY

Community Studies
Cross-disciplinary Studies
Cross-disciplinary Studies: Local Program
Cross-disciplinary Studies: Modified
Integrated Learning
Personal Learning Plan
Personal Learning Plan: Modified
Research Practices

ENGLISH

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

HEALTH AND PHYSICAL EDUCATION

Child Studies
Food and Hospitality
Health
Health: Local Program
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: Local Program
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: Local Program
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 (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: Local Program
Mathematics Pathways: Modified
Numeracy for Work and Community Life

SCIENCES

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

Stage 2 Subjects 2015

ARTS

Creative Arts

Creative Arts
Creative Arts: Local Program
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: Local Program
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: Local Program
Cross-disciplinary Studies: Modified
Integrated Learning I
Integrated Learning II
Research Project
Research Project: Modified

ENGLISH

English as Second Language
English as Second Language Studies
English Communications

English Pathways

English Pathways
English Pathways: Local Program
English Pathways: Modified
English Studies

HEALTH AND PERSONAL DEVELOPMENT

Child Studies
Food and Hospitality

Health

Health
Health: Local Program
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: Local Program
Society and Culture: Modified
Tourism
Women's Studies

LANGUAGES

Arabic (beginners)
Arabic (continuers)
Armenian (continuers)
Auslan (continuers)
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)
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)

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

Language and Culture

Language and Culture
Language and Culture: Local Program
Language and Culture: Modified

MATHEMATICS

Mathematical Applications
Mathematical Methods

Mathematical Pathways

Mathematics Pathways
Mathematics Pathways: Local Program
Mathematics Pathways: Modified
Mathematical Studies
Specialist Mathematics

SCIENCE

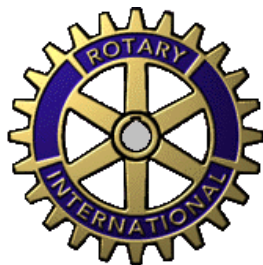
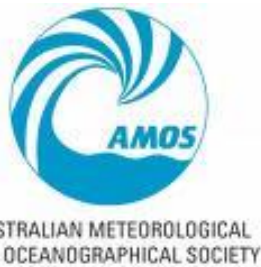
Agriculture and Horticulture

Agricultural and Horticultural Science
Agricultural and Horticultural Studies
Agricultural and Horticultural Applied
Technologies
Agricultural and Horticultural Enterprise
Agricultural and Horticultural
Management
Agricultural and Horticultural Principles
Biology
Chemistry
Geology
Nutrition
Physics
Psychology

Scientific Studies

Scientific Studies
Scientific Studies: Modified

The Board acknowledges and thanks Territory businesses, organisations, individuals and government agencies that provided generous sponsorship for the 2015 Northern Territory Board of Studies student awards.



Rotary Club of Darwin



Mathematics Teachers Association of the NT

