

Annual Report 2016

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The Hon Eva Lawler MLA
Minister for Education
Parliament House
DARWIN NT 0800

30 June 2017

Dear Minister

I am pleased to present the Northern Territory Board of Studies Annual Report for the year ending 31 December 2016.

The report highlights the activities and achievements of the Northern Territory Board of Studies over the reporting year and has been prepared in accordance with Part 3 Section 37 of the *Education Act*.

Yours sincerely



Ralph Wiese
Chair



Contents	Page
Letter of Transmittal	i
Report from the Chair	1
Functions of the Board	3
Overview	4
Board Member Profiles	5
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	32
3. Top 20 NTCET and Merit students	33
4. Stage 1 Results	34
5. Stage 2 Results	35
6. Vocational Education and Training that contributes to the NTCET	36
Vocational Education and Training delivered to secondary students	37
Appendices	
1. Northern Territory Board of Studies student awards 2016	40
2. 2016 Stage 1 Subjects	52
3. 2016 Stage 2 Subjects	54

Report from the Chair

It is a pleasure to present you the Northern Territory Board of Studies 2016 Annual Report.

In 2015, a review of the *Education Act* was undertaken. On 1 January 2016 the revised *Education Act* and Education Regulations commenced, with the Northern Territory Board of Studies component of this Act coming into effect on 1 July 2016. The major change for the Board was a reduction in its membership from sixteen members to eleven. Board membership now consists of one Department of Education officer nominated by the Chief Executive; four stakeholder representatives (parent, teacher, employer and Indigenous); two expert members drawn from the Catholic Education Office Northern Territory and the Association of Independent Schools Northern Territory; and four expert members nominated by the Minister.

The first meeting of the Board under this new structure was held on 12 August 2016.

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.

This report highlights a further year of significant achievements 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 who this year, developed a discussion paper entitled '*Keeping Indigenous Languages and Cultures Strong - A basis for Policy for the teaching of Indigenous Languages and Cultures in schools in the Northern Territory.*'

Based on the research presented in this discussion paper, planning has commenced to develop a policy document. Once finalised and approved by the Board, the Policy will be available for use in all Northern Territory schools.

The Board commenced the development of their Strategic Plan 2018 – 2020, which will guide their future directions and goals; 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.

As Chair of the Board I have had the opportunity to attend school and Board award functions and ceremonies. These events showcased the excellent achievements of 2016 Northern Territory students and acknowledged the educators, schools and families who helped them excel.

I also acknowledge the commitment of my fellow colleagues on the Board for the positive way in which they have taken up the challenges of working together to further improve education and educational outcomes in the Territory.

And finally, I would like to express appreciation for the contribution made by our many stakeholders, as well as officers from the Department of Education, for the work undertaken to support the work of the Board, in particular, members from School Support Services.

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

Ralph Wiese
Chair

20 June 2017

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 provide advice to the Minister and the Chief Executive on government policy affecting the Board's functions;
- (c) to cooperate and consult with bodies prescribed by regulation that are engaged in education or related matters.

The Board may determine the certificates to be issued to a person in respect of their educational achievements, and must issue a certificate to the person whose educational achievements, as assessed or recognised under this section, qualify the person for the certificate.

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

The Board is subjects to the directions of the Minister for Education in performing its functions.

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.

The Board

The Northern Territory Board of Studies was established in 1984. In 2015 a review of the *Education Act* was undertaken with the new *Education Act* and Education Regulations commencing on 1 January 2016.

The changes in the legislation which affected the Northern Territory Board of Studies applied from 1 July 2016. The key difference resulting from the new legislation was that Northern Territory Board of Studies membership changed from a stakeholder representative model to a mixed model consisting of stakeholder and expert representatives.

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 eleven members; one Department of Education officer nominated by the Chief Executive; four stakeholder representatives (parent, teacher, employer and Indigenous); two expert members drawn from the Catholic Education Office Northern Territory and the Association of Independent Schools Northern Territory; and four expert members nominated by the Minister. All six expert members must have expertise in prescribed fields.

Board Member Profiles – July to December 2016



Mr Ralph Wiese
Chair and expert member nominated by the Minister

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).



Ms Vicki Baylis
Member nominated by the Chief Executive Department of Education

Ms Baylis has strong professional experience and expertise in a variety of areas including educational leadership, teaching, learning and inclusion, literacy and numeracy issues, remote schooling and policy.



Ms Cheryl Salter
Member nominated by the Association of Independent Schools of the Northern Territory

Ms Cheryl Salter is the Deputy Director of the Association of Independent Schools of the Northern Territory. Ms Salter has more than 30 years of experience as an educator in Catholic and Independent schools in the Northern Territory. She has held various leadership positions in non-government schools. In her current role, Ms Salter works closely with Northern Territory and Australian Government representatives and their agencies, representing and advocating for Independent Schools on professional issues, including school governance, school leadership, curriculum, teaching and learning, policy and legislative requirements. Ms Salter has represented and contributed to several key bodies at Territory and Federal level, on behalf of Independent Schools in the Northern Territory.



Mr 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. His formal qualifications include a Master of Education, Master of Arts and Certificates in Workplace Counselling and Inclusive Education.



Mr Charles Richardson
Member who is a parent of a student enrolled in a school in
the Northern Territory

Mr Richardson currently holds the position of School Council Chairperson at Centralian Senior Secondary College Alice Springs. He is the Public Officer on the Northern Territory Council of Government Schools Organisation Executive team and was a University lecturer in the Northern Territory from 1985-2005.



Anne Donnelly
Member working as a teacher in the Northern Territory

Ms Donnelly is currently acting as Assistant Principal Darwin High School assuming responsibility for the Year 12 cohort completing their final year of schooling. This builds on the work she has done as a practicing teacher (Northern Territory Certificate of Education and Training Coordinator) at Darwin High School since 2007 where she developed processes and procedures for complying with systemic requirements. Ms Donnelly has extensive experience in the delivery of educational programs and curriculum development. Ms Donnelly has worked in remote school settings.



Mr Gregory Bicknell

Member who represents the interests of employers

Mr Bicknell has over 16 years' experience with the Chamber of Commerce Northern Territory, with three of those years as the Chief Executive Officer. He has an excellent understanding of the needs of employers in the Northern Territory across a range of issues, including the role that education and training play in preparing local people for employment.



Ms Pauline Schober

Member who represents the interests of Indigenous people

Ms Pauline Schober is the current teaching schools coordinator managing the partnership agreement between Charles Darwin University School of Education and the Northern Territory Government Department of Education. Within this role Ms Schober is committed to supporting Schools, Educational Leaders and Pre-Service Teachers to ensure ongoing quality educators and education within the Northern Territory. Ms Schober's teaching experience includes working at all levels in education including early years, primary, secondary and senior secondary. Ms Schober has a Bachelor in Business and Masters of Education completed at Charles Darwin University with a specific focus on Indigenous education and community engagement in education.



Ms Rachel Boyce

One of four (4) expert persons nominated by the Minister

Ms Rachel Boyce is currently the Principal of Good Shepherd Lutheran School in Darwin; she has over 20 years of experience as an educator working in a range of schools in both regional and metropolitan areas with students from the early years through to Year 12, most of these within the Northern Territory. She has experience in Indigenous and International education, and has held leadership positions within the schools she has worked in both Curriculum Coordination and Pastoral Care of students. Her formal qualifications include a Bachelor of Education, Masters of Education and a Graduate Diploma in Theology.



Professor Peter Kell
One of four (4) expert persons nominated by the Minister

Professor Peter Kell is the Pro Vice Chancellor Faculty of Law, Education, Business and Arts at Charles Darwin University. He was previously Head of the School of Education at Charles Darwin University from 2011-2016. Professor Kell joined Charles Darwin University from the Hong Kong Institute of Education where he was previously the Director of the Hong Kong UNESCO UNEVOC Centre. Professor Kell's current research includes projects in international education, global student mobility and international literacy and numeracy testing. Professor Kell has also been a member of the Northern Territory Teacher Registration Board since 2011.



Mr Paul Matthews
One of four (4) expert persons nominated by the Minister

Mr Paul Mathews currently holds the position of principal 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 and 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.

Matters and reports considered by the Board in 2016

- Ability-Based Learning and Education Support
- Analysis of 2015 NAPLAN results
- Analysis of 2015 NTCET results
- Australian Curriculum
- Australian Curriculum: Languages
- Australian Curriculum Implementation in the Northern Territory
- Australian Curriculum, Assessment and Reporting Authority
- Indigenous Languages
- Literacy and Numeracy
- Middle Years Review
- National Assessment Program - Literacy and Numeracy Online
- National STEM School Education Strategy
- National issues and initiatives
- Northern Territory Certificate of Education and Training
- Northern Territory Pre School Curriculum
- Northern Territory Languages
- Northern Territory Board of Studies Strategic Plan 2018 - 2020
- Policies and Guidelines
- SACE Board
- Student awards and ceremonies
- Indigenous Education Strategy
- Vocational Education and Training
- Website

2016 Meeting Dates

18 March 2016	Darwin
27 May 2016	Darwin
12 August 2016	Darwin
11 November 2016	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 2016 should not be compared to years prior to 2011 due to a change in rubric. Writing results from 2011 to 2016 are comparable.

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

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 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 2016 NAPLAN National Report contains additional information about whether changes from 2008 to 2016 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 and with the largest Indigenous proportion.

The NT has an Indigenous student cohort that is approximately 40 per cent² of the total school population, over five times greater than the proportion of 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: ABS4221.0 Schools, Australia; 2016

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 3 numeracy with 50 per cent achieving NMS, is 33 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 18 per cent achieving NMS. Again this was substantially lower than the national Indigenous student average of 53 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 38 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 76 per cent for non-Indigenous students was in Year 9 writing (8 percentage points lower than the Australian average of 85 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 3 percentage points.

The proportion of Indigenous students in very remote NT schools achieving NMS ranged from 5 to 34 per cent with an average of 21 per cent across all assessment domains and year levels. This was significantly lower than Indigenous students in remote NT schools with an average of 43 per cent and outer regional NT schools with an average of 66 per cent.

Achievement rates for Indigenous students in remote schools in the NT ranged from 22 to 58 per cent across all assessment domains and year levels. Indigenous students in outer regional schools fared best in the NT with achievement rates ranging between 37 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 76 to 98 per cent across all assessment domains and year levels.

Participation

In 2016 participation rates for NT students across all year levels and test domains ranged from 80 to 91 per cent compared to 91 to 96 per cent nationally.

The highest NT participation rate was in Year 3, with a 91 per cent average participation rate across test domains. Year 9 students had the lowest average participation rate across domains at 82 per cent for the NT. This was 10 percentage points lower than the Australian average Year 9 rate.

The NT 2016 participation rate for Indigenous students across year levels and domains increased by an average of 2 percentage points from 2015 levels. Year 9 Indigenous students recorded the lowest participation rate, with an average participation rate of 65 per cent across domains. Year 3 Indigenous students recorded the highest participation rate across domains with an average participation of 82 per cent in 2016. For Year 3, 5 and 9 Indigenous student participation across domains was higher in 2016 than 2015.

The NT participation rates for non-Indigenous students in 2016 were also higher than in 2015, ranging from 93 to 97 per cent. The non-Indigenous participation levels remain relatively 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.

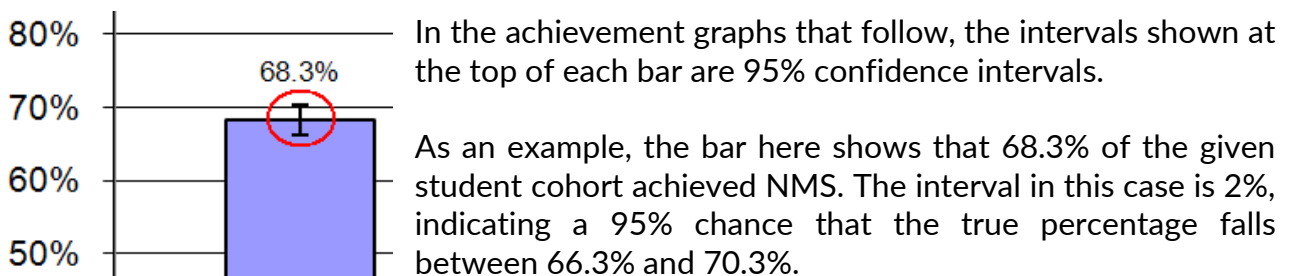
Students may be withdrawn from the testing program by the parent/caregiver on the grounds of religious beliefs and philosophical objections to testing. Students who have been withdrawn from testing are not counted as part of the assessed cohort and are excluded from performance calculations.

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



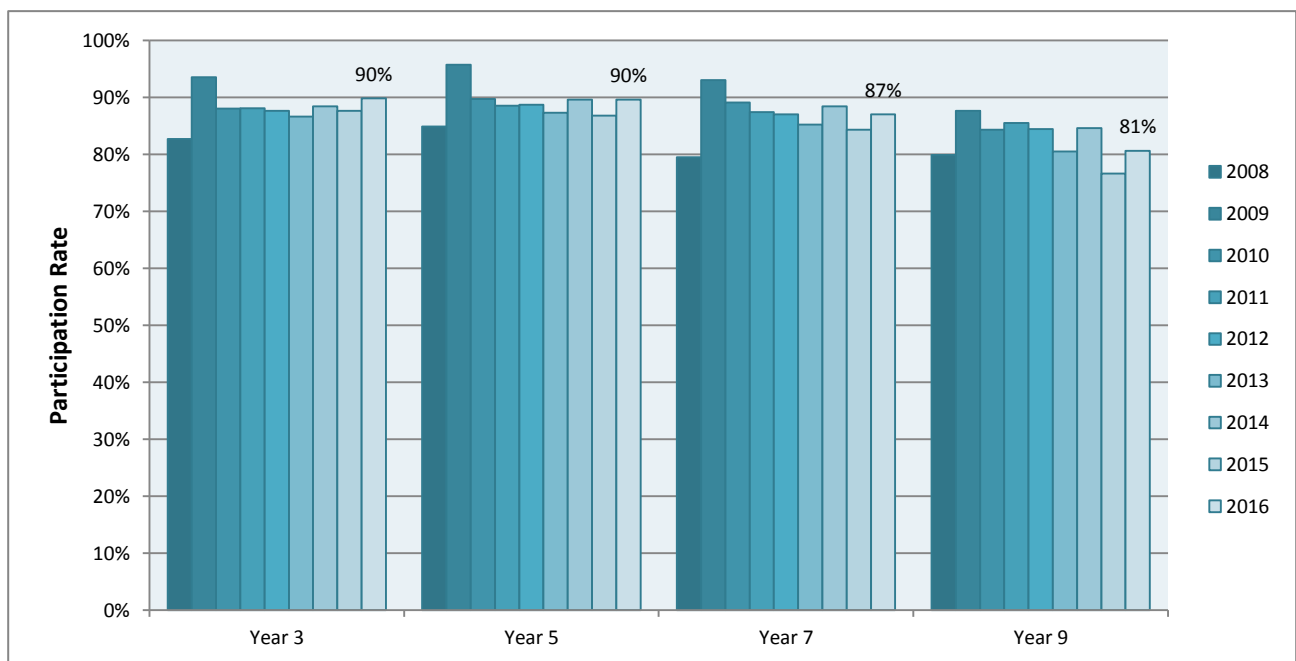
Participation

National participation rates in 2016 were predominately steady with 2015 rates across year levels and domains, with marginal declines recorded for year levels 5, 7 and 9. NT participation rates increased across domains for year levels 3, 5 and 9 in 2016 compared to 2015 rates. Across domains, NT participation increased most strongly for Year 9 with an average increase of 4 percentage points. A small participation rate decline was recorded for Year 7 when compared to 2015. Year 3 and 5 NT students had the highest across domain participation rates at 91 and 90 per cent respectively.

1. Participation of students in the Reading test

NT reading participation rates in 2016 increased compared to 2015 for each year level with the most significant increases recorded in Year 9 and Year 5, with a 4.0 and 2.8 percentage point increase respectively. In 2016, the highest NT participation rate for reading was 90 per cent for both Year 3 and Year 5 students. Year 3 students had the smallest gap in participation compared to the national average with participation 5.2 percentage points lower. Year 9 students had the largest gap in participation compared to the national average with participation 10.3 percentage points lower. Figure 1.1 shows the participation rates for reading in the NT from 2008 to 2016.

Figure 1.1 NT Participation in Reading 2008 – 2016



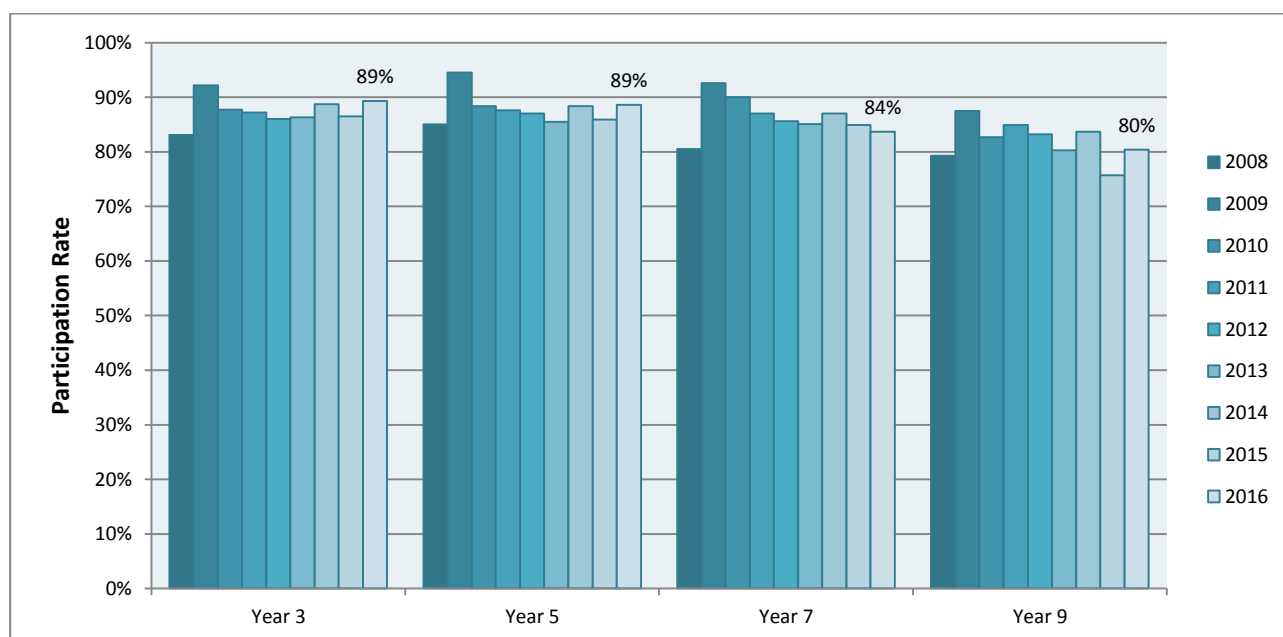
Source: DoE Performance and Data Management
For explanatory notes see page 14

2. Participation of students in the Numeracy test

NT numeracy participation rates in 2016 increased compared to 2015 for all year levels with the exception of Year 7 which recorded a marginal decline of 1.2 percentage points. Over the same period Year 9 recorded the most significant increase, at 4.7 percentage points. In 2016, the highest NT participation rate for numeracy was in Year 3 and Year 5, both at 89 per cent and the lowest participation rate was in Year 9 at 80 per cent.

Year 3 students had the smallest gap in participation for numeracy compared to the national average with participation 5.4 percentage points lower. Year 7 students had the largest gap in participation compared to the national average with participation 10.4 percentage points lower. Figure 2.1 shows participation rates in numeracy in the NT from 2008 to 2016.

Figure 2.1 NT Participation in Numeracy 2008 – 2016



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 2016 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 NT and Australia
- Year 5 mean scale score in reading for Australia
- Year 5 mean scale score in numeracy for Australia

Figure 3.1 Reading and Numeracy 2016 mean scale score and proportion of students at or above NMS including 2008 to 2016 score change¹

Test Domain	Year Level	2016 Mean Scale Score and Change on 2008		2016 Percent of Students At or Above National Minimum Standard and Change on 2008	
		NT	Aust	NT	Aust
Reading	3	346 40	426 25	74 11	95 3
	5	422 16	502 17	64 2	93 2
	7	473 5	541 4	68 1	95 0
	9	521 -4	581 3	68 -2	93 0
Numeracy	3	341 3	402 5	78 1	96 1
	5	436 19	493 17	74 4	94 2
	7	486 -2	550 5	74 -2	96 0
	9	532 -1	589 7	75 1	95 2

¹ The bold figures show the Mean Scale Score; 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

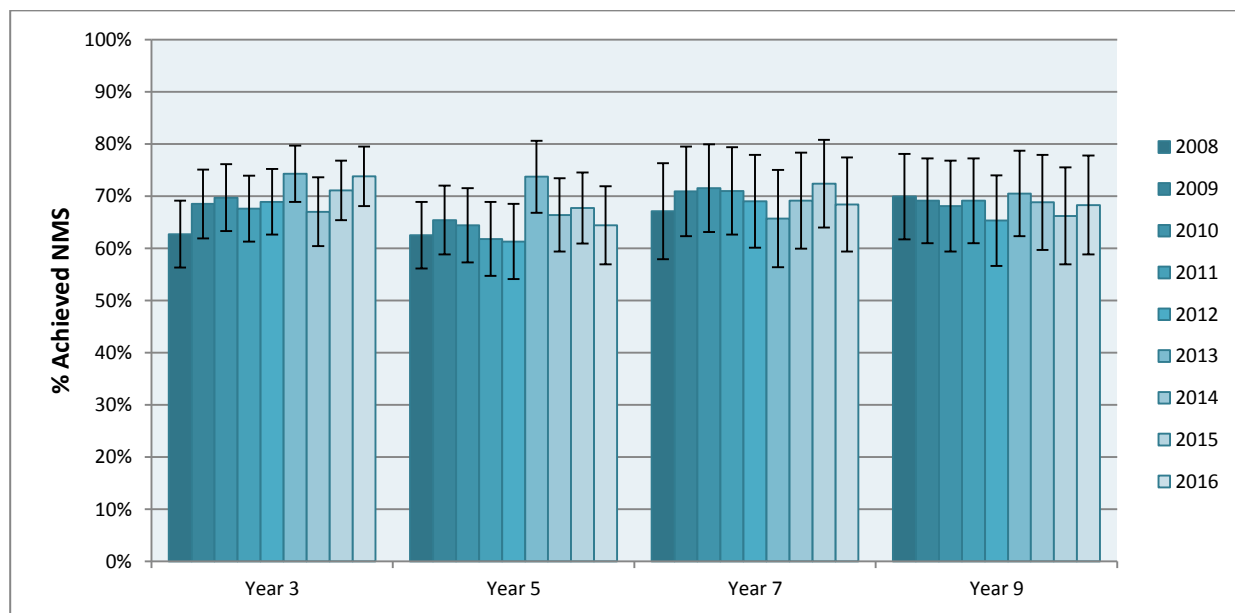
4. Reading

There was a marginal increase in the percentage of Indigenous students achieving NMS in 2016 for year 9 compared with 2015, while for Year 3 students the proportion achieving NMS held steady with 2015 and the result was a statistically significant improvement when compared to 2008. In contrast, the proportions of Year 5 and Year 7 Indigenous students achieving NMS in 2016 were lower compared to 2015. Overall the percentage of NT Indigenous students achieving NMS across year levels remains low, ranging from 27 to 42 percentage points, compared to Indigenous students nationally with a range of 71 to 81 percentage points.

For Indigenous students, Year 3 and Year 7 had the largest proportion achieving NMS for reading in 2016 at 42 and 37 per cent respectively. Year 5 indigenous students had the lowest proportion with 27 per cent achieving NMS, less than half the national rate of 71 per cent for Year 5 Indigenous students.

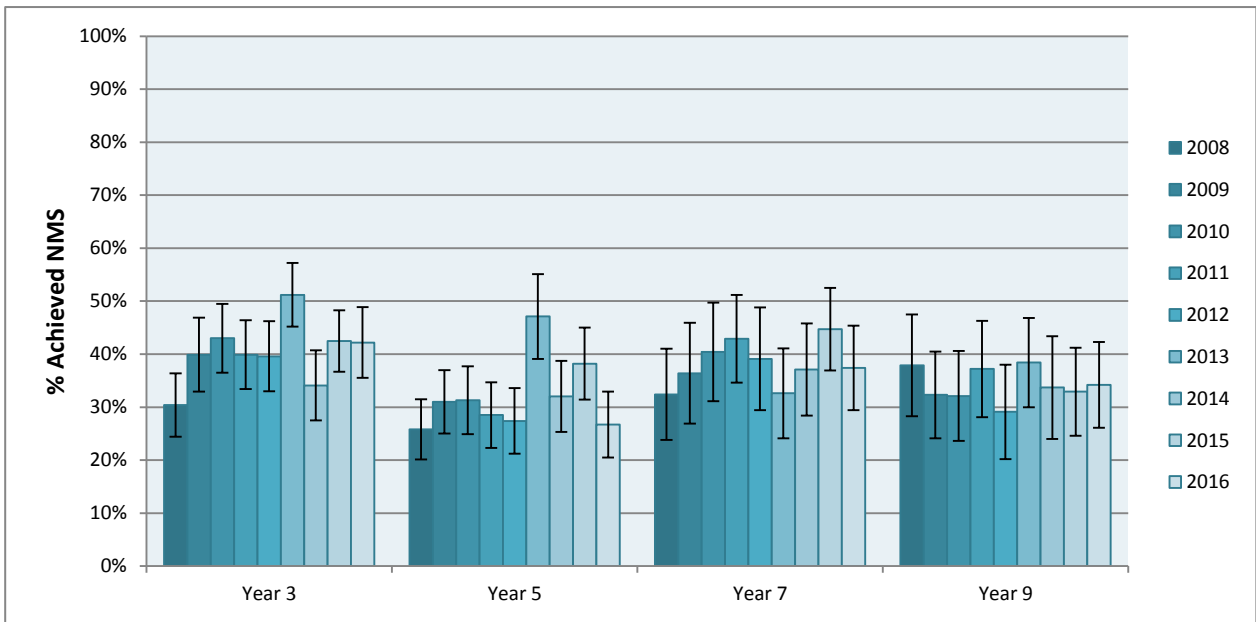
Non-Indigenous students had a high percentage of students achieving NMS for reading in the NT for each year level, the lowest being Year 5 at 92 per cent. Year 9 non-Indigenous students had the largest improvement in the proportion of students achieving NMS in 2016 with a 1.1 percentage point increase over 2015.

Figure 4.1 Percentage of NT Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2016



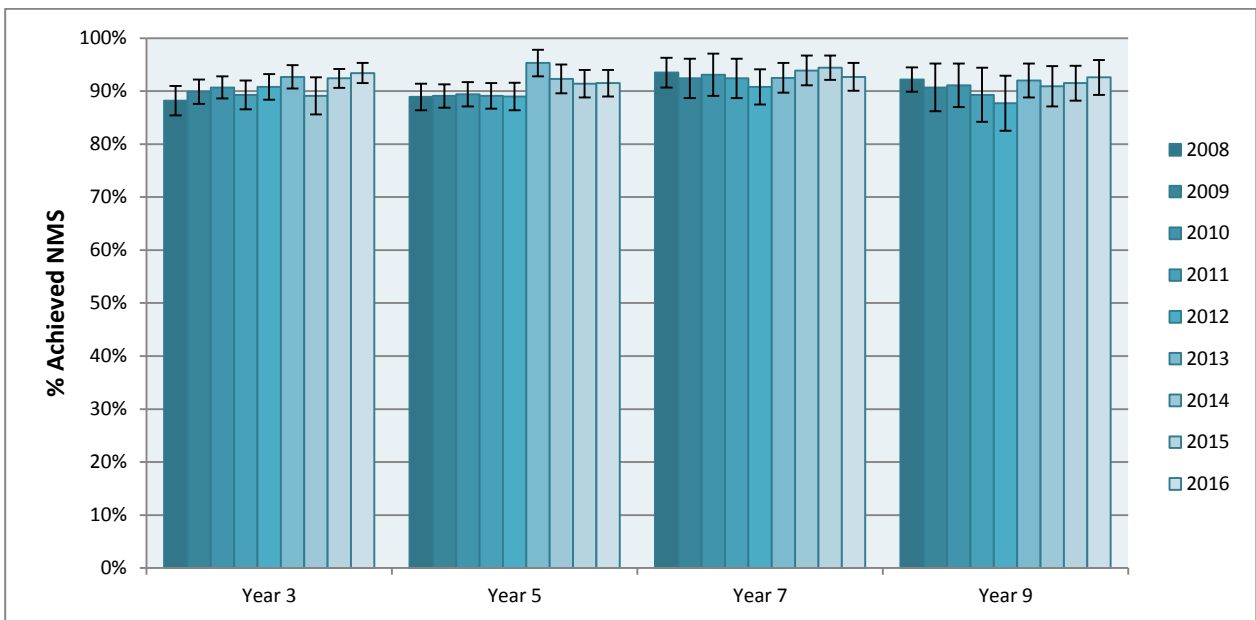
Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 4.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2016



Source: DoE Performance and Data Management
For explanatory notes see page 13

Figure 4.3 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard (NMS) in Reading 2008 - 2016



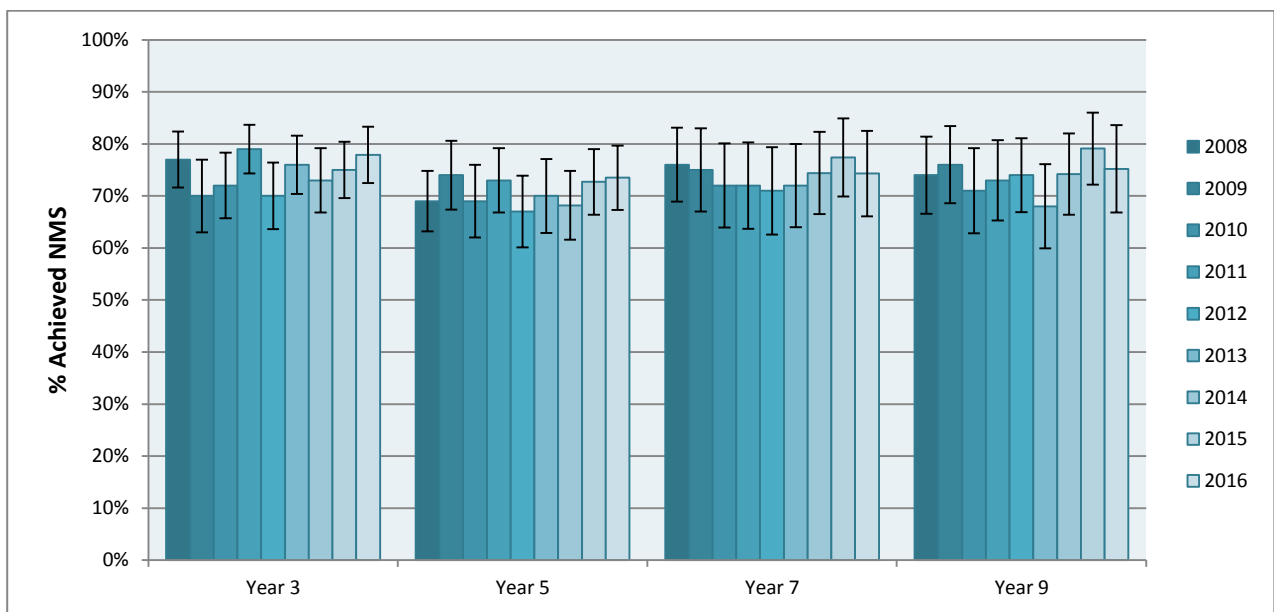
Source: DoE Performance and Data Management
For explanatory notes see page 14

5. Numeracy

Compared to 2015, the percentage of Indigenous students achieving NMS in numeracy in 2016 decreased for year levels 5, 7 and 9. In contrast the 2016 percentage of Indigenous students in Year 3 numeracy increased by 1.4 percentage points when compared to 2015.

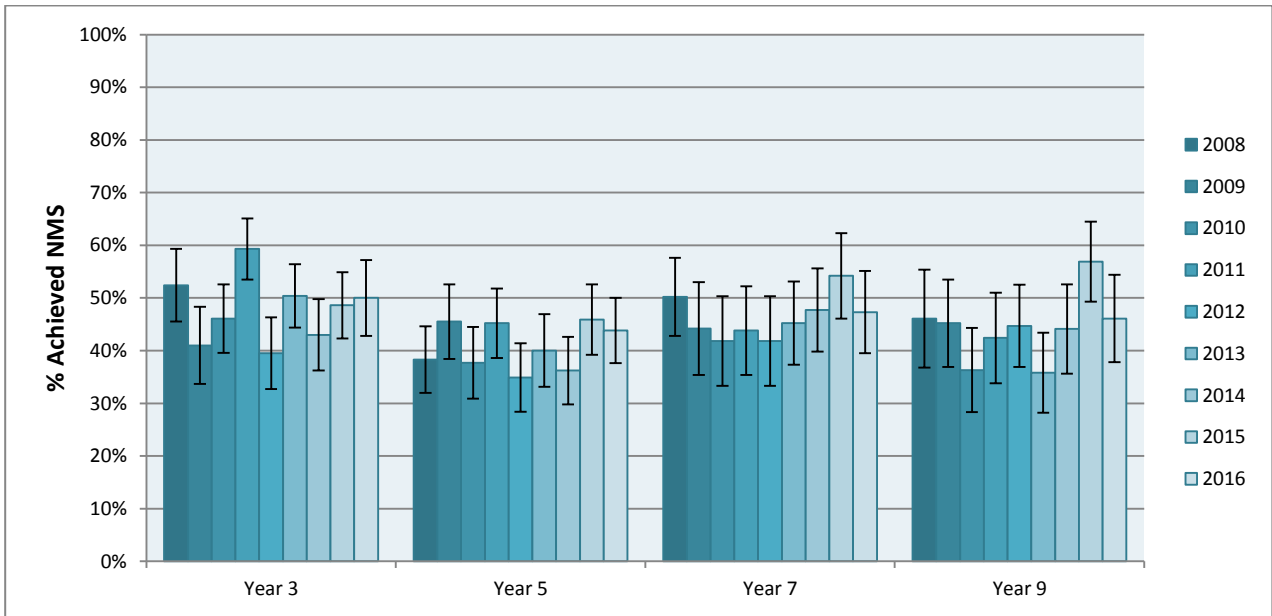
Compared to 2015, the percentage of non-Indigenous students achieving NMS in numeracy in 2016 marginally increased for year levels 3 and 5, marginally decreased for Year 7 and remained stable for Year 9. The Year 5 improvement compared to 2008 was statistically significant. The percentage of NT non-Indigenous students achieving NMS in numeracy was the same or 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 - 2016



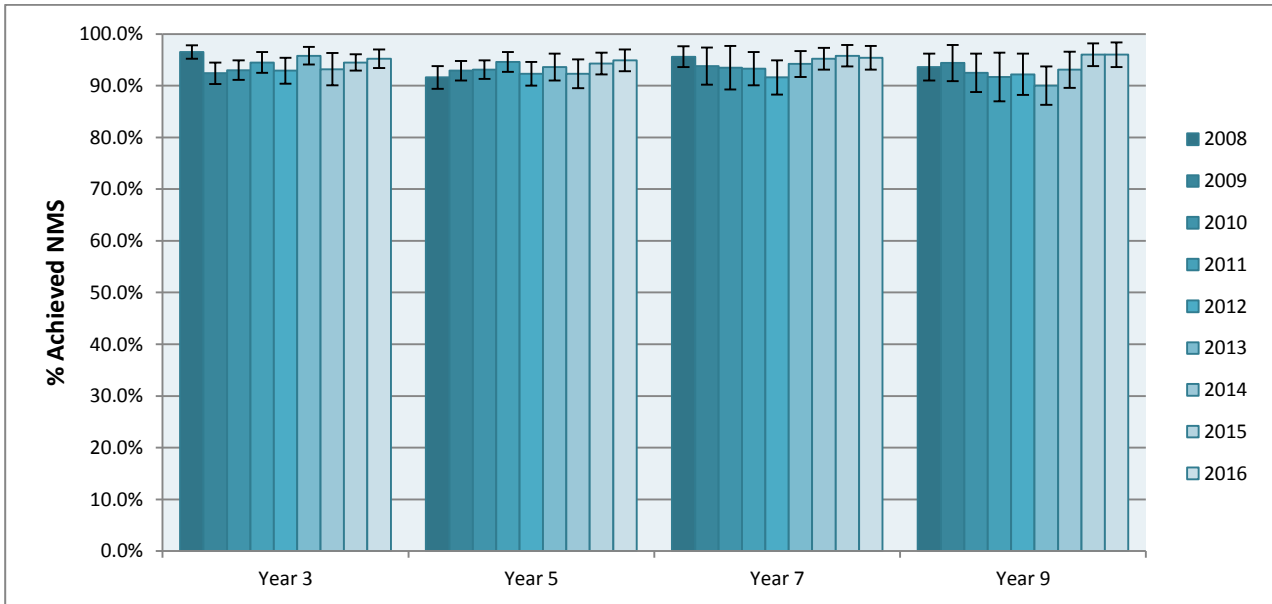
Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 5.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2016



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 – 2016



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

6. Writing

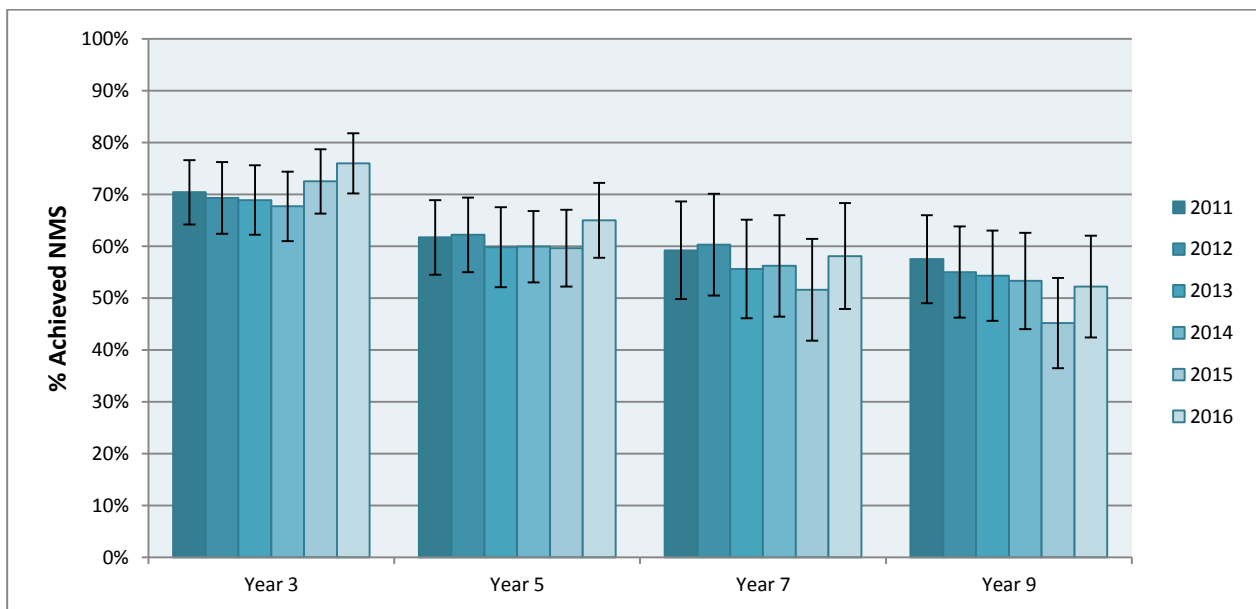
For the writing test domain there was a break in series in 2011 with a change in rubric from a narrative to a persuasive writing task and therefore writing results for the earlier years have been excluded.

The percentage of NT Indigenous students achieving NMS in 2016 increased for each year level over 2015 results. For Year 3, the achievement rate exceeded the previous peak of 43 per cent in 2015 increasing to 44 per cent in 2016 for NT Indigenous students. However this proportion remains well below the 85 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 2016 for Year 9 rebounded from the historic low in 2015 to around previous levels. The percentage of non-Indigenous students achieving NMS for Year 3 and Year 5 both increased in 2016 over 2015, reaching new peaks of 96 per cent and 91 per cent respectively.

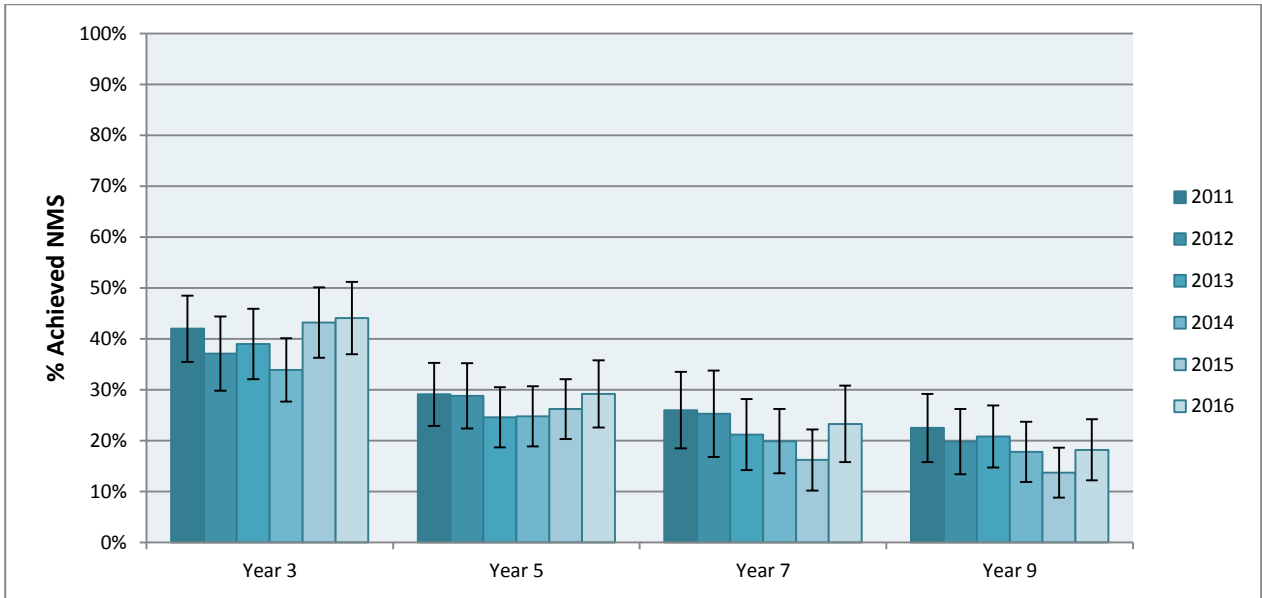
NT Indigenous and non-Indigenous students in Year 7 and Year 9 are achieving NMS in writing at lower rates than they are in numeracy and reading.

Figure 6.1 Percentage of NT Students Achieving National Minimum Standard (NMS) in Writing 2011 - 2016



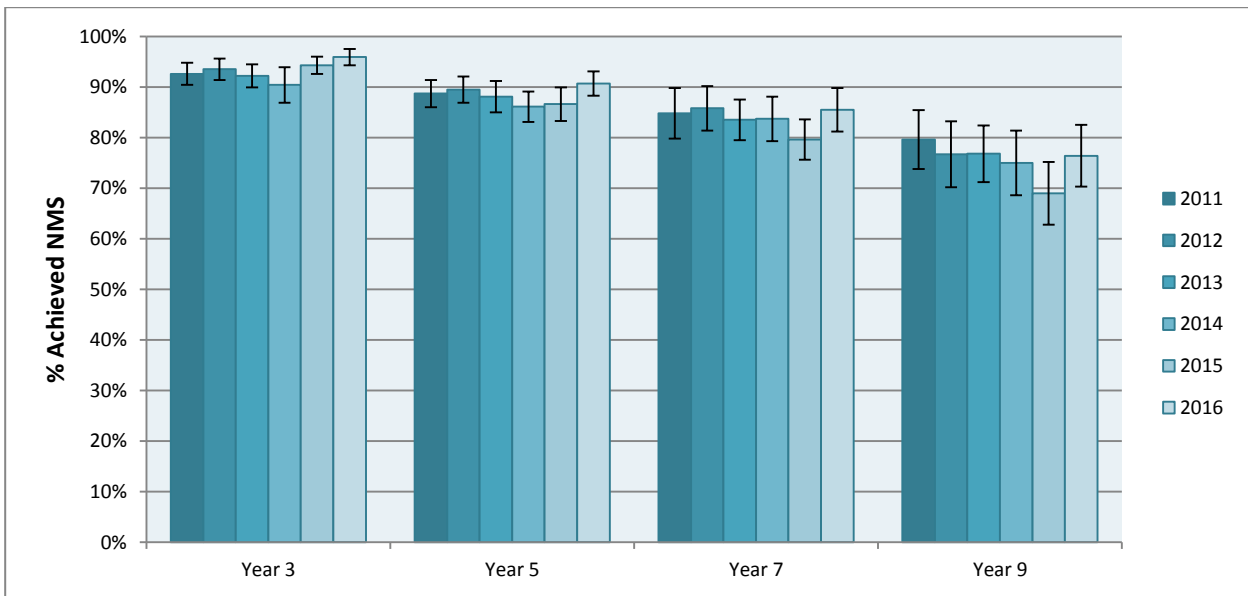
Source: DoE Performance and Data Management
For explanatory notes see page 14

Figure 6.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Writing 2011 - 2016



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 - 2016



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

2016 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.

2016 Results Release

Students who completed requirements for the NTCET during 2016 received their results on 20 December 2016. 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 20 December 2016 to 31 December 2016. 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.

2016 RESULTS DATA - NORTHERN TERRITORY

Caveats

- This data is valid as of 11 May 2017.
- 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.

2016 Northern Territory Certificate of Education and Training Statistics

In 2016, 2032 Northern Territory students studied at least one Stage 2 subject. Of these students, 1467 students had the correct enrolment pattern to be eligible to complete their NTCET during 2016.

The Northern Territory Board of Studies (NTBOS) issued 1405 Northern Territory Certificates of Education and Training to students in 2016.

Figure 1 Total Number of NTCE/NTCETs issued from 2010 – 2016

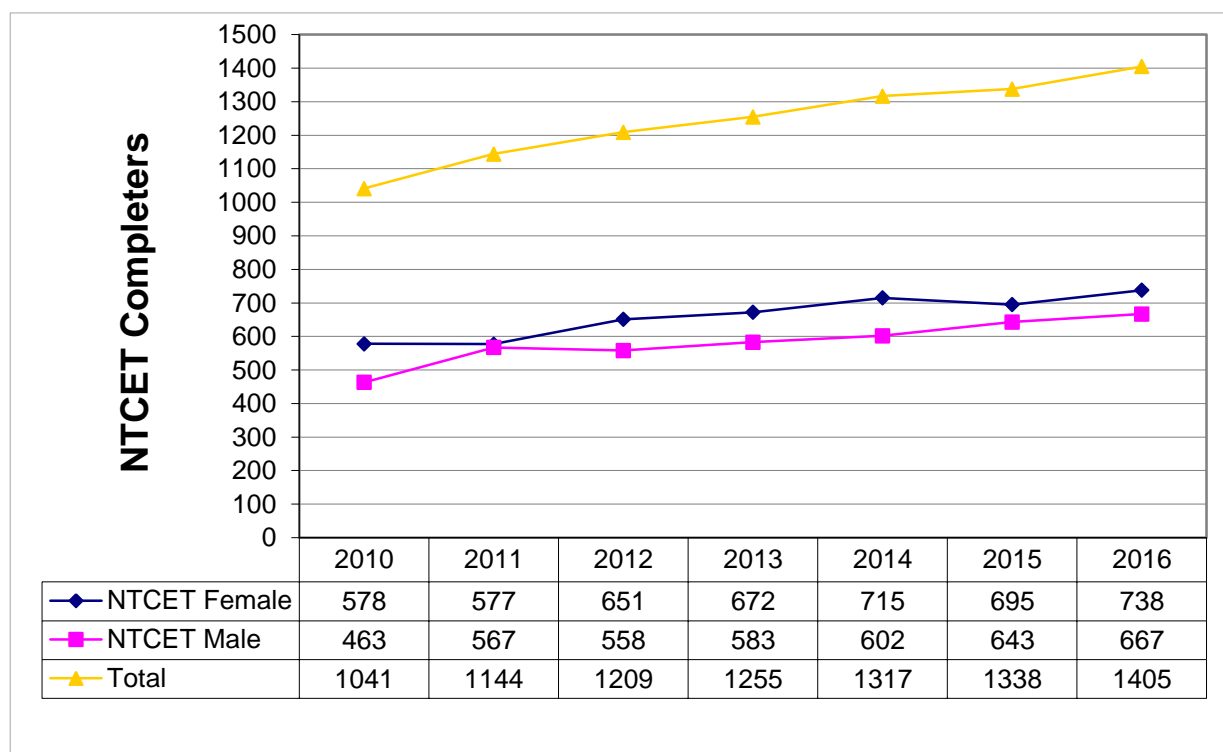


Figure 1 analysis

- 1405 students completed their NTCET
- 738 (52.5%) were female
- 667 (47.5%) were male

Comparison 2015 to 2016

- 5% increase in NTCET completion
- 1% increase in females completing NTCET
- 1% decrease in males completing NTCET

Figure 2 Total number of NTCETs issued to government and non-government students from 2010 - 2016

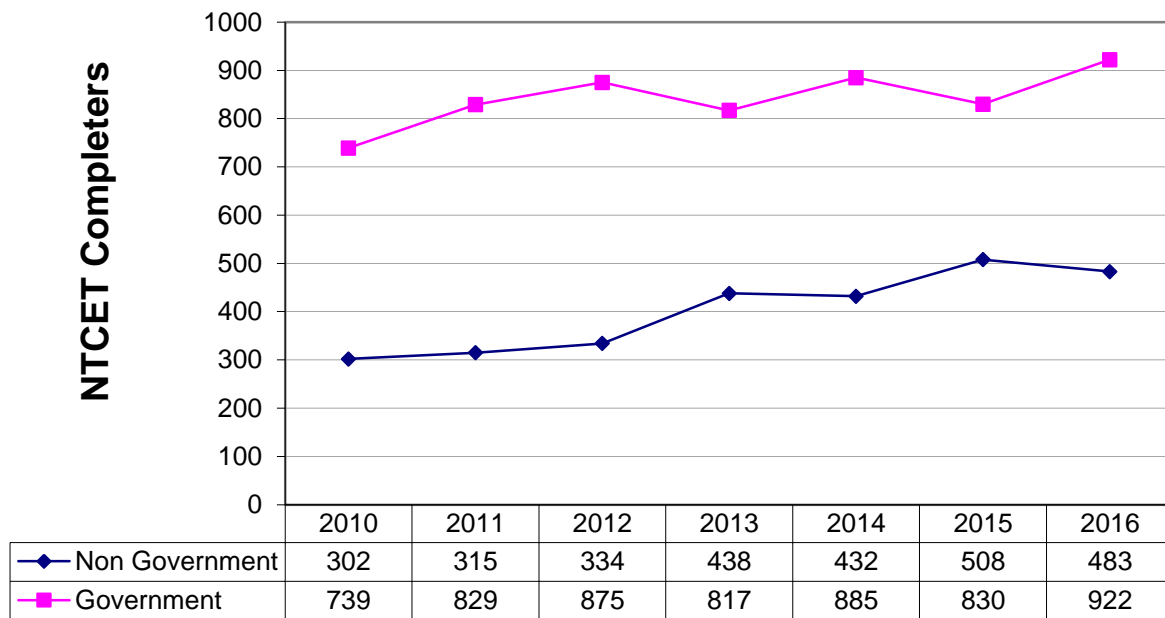


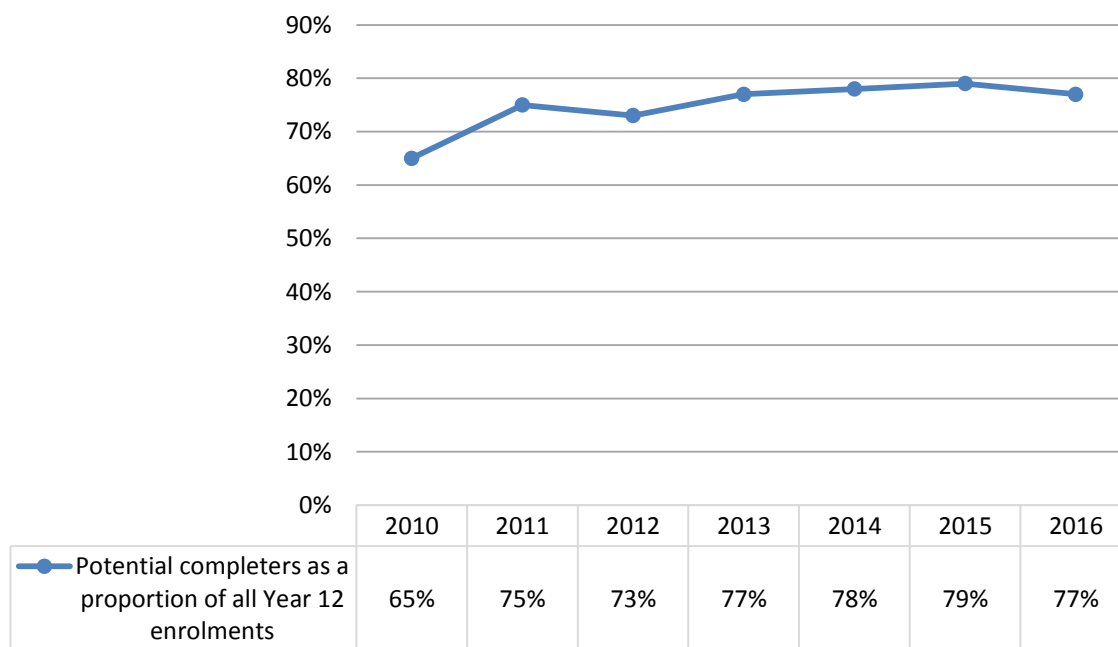
Figure 2 analysis

- 922 (66%) students receiving an NTCET studied in government schools
- 483 (34%) students receiving an NTCET studied in non-government schools

Comparison 2015 to 2016

- 4% increase in students receiving an NTCET in government schools
- 4% decrease 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 – 2016



* Some data has been amended from previous years due to variances in data extraction dates.

Figure 3 shows that in 2016, approximately 77% of students who were enrolled in Year 12 at the start of the year registered as potential NTCET completers.

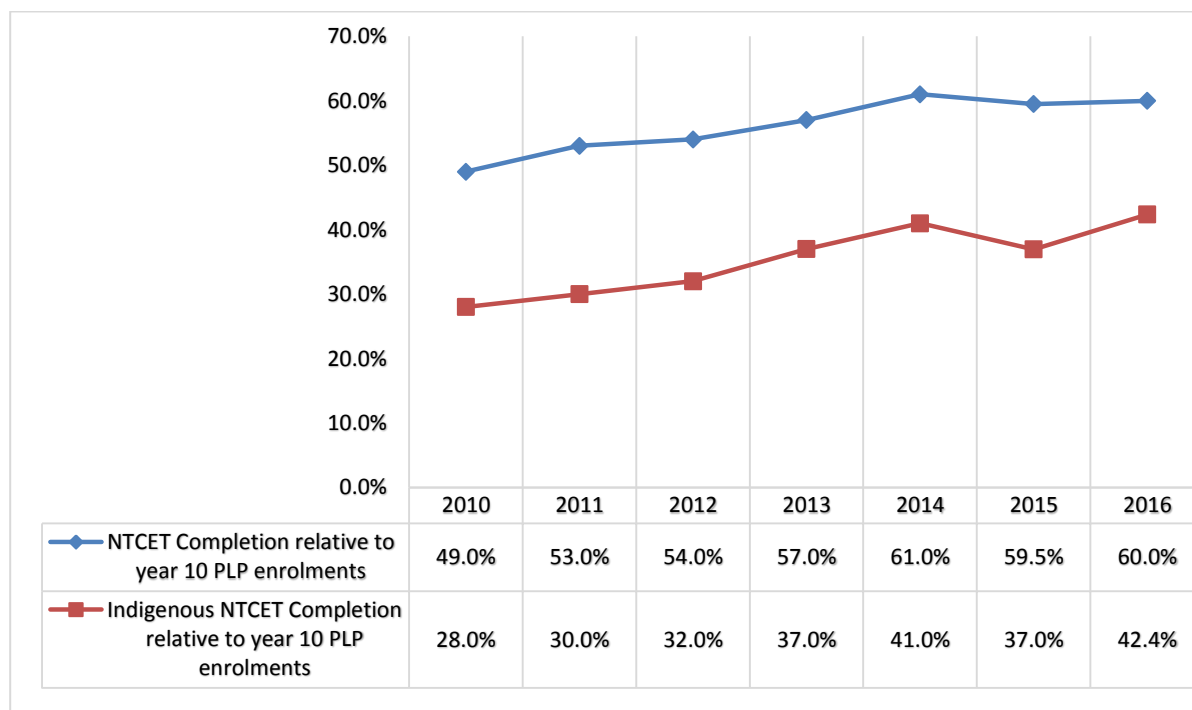
To be a potential completer, a student's subject enrolment prior to 2011 must allow them to:

- 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 2016 NTCET completions compared to PLP* enrolments in year 10 two years prior



* PLP Progress data report extracted by SACE board on 3/2/3017

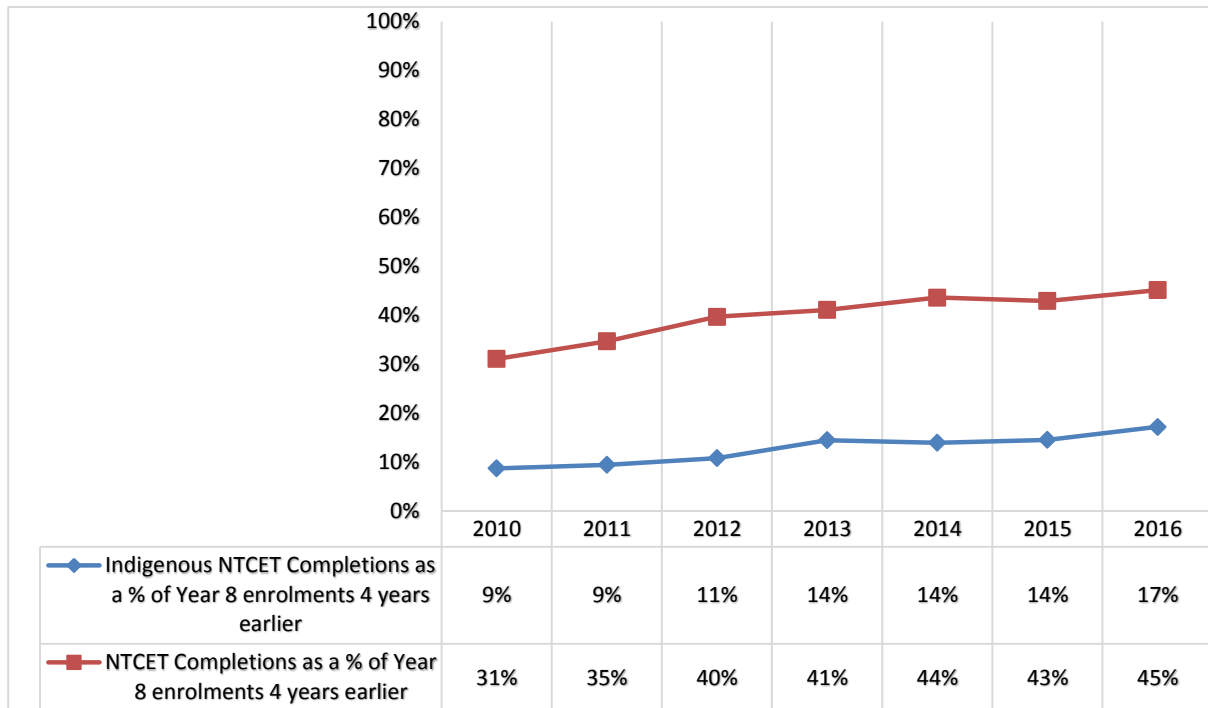
Note: figures are subject to change as some students require more than 2 years to complete the NTCET

Figure 4 shows the percentage of students completing their NTCET in 2016 who were enrolled in Stage 1 Personal Learning Plan (PLP) in year 10 in 2014.

Figure 4 analysis

- Shows the retention of students between Year 10 to NTCET completion has increased slightly.
- Shows the retention of indigenous students between Year 10 to NTCET completion has increased slightly.

Figure 5 2016 NTCET completions compared to year 8 enrolments* four years prior



* Note: Due to the transient nature of the NT, numbers of students who have moved in and out of Northern Territory schools can affect this data. Data presented are gathered from BIC extracted on 30/5/2017.

Figure 5 shows the percentage of students completing their NTCET in 2016 who were enrolled in year 8 in a Northern Territory school in 2012.

Figure 5 analysis

- Shows the retention of students between Year 8 to NTCET completion has steadily increased from 2010.
- Shows the retention of Indigenous students between Year 8 to NTCET completion has increasing from 2010.

Indigenous Completion

In 2016 of the 1405 students receiving their NTCET, 222 (16%) identified as Indigenous. The 222 students comprised 136 females and 86 males.

Figure 6 Total number of Indigenous NTCETs issued by gender from 2010 – 2016

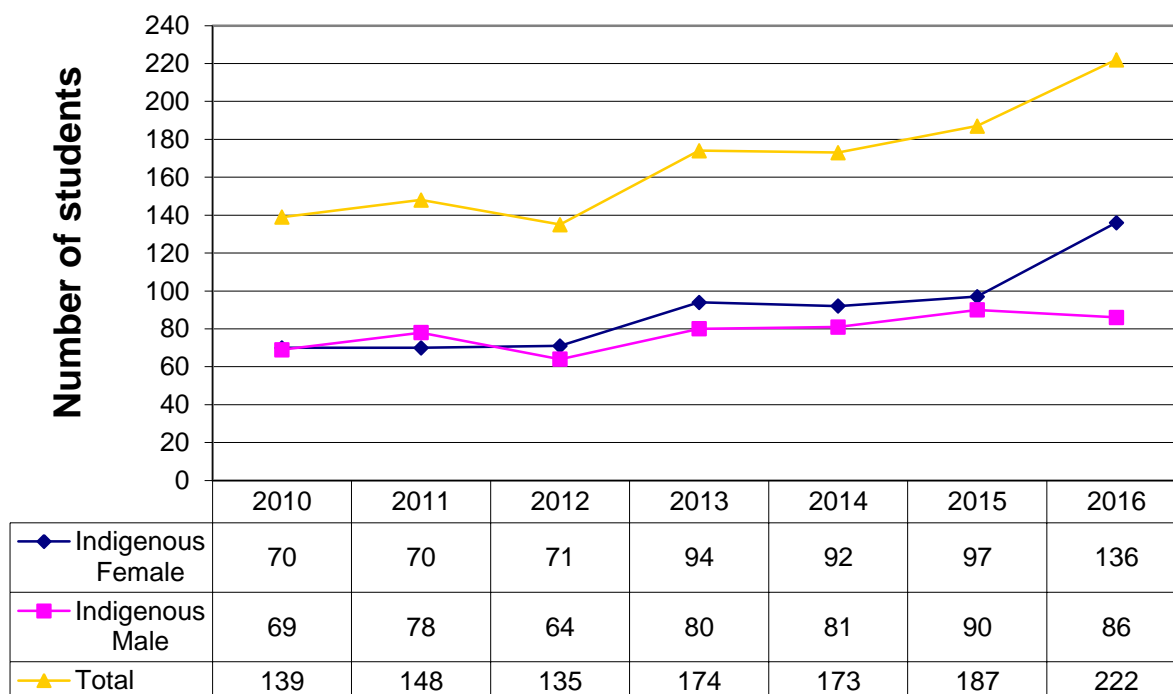


Figure 6 analysis

- 222 Indigenous students completed NTCET
- 136 (61%) were female
- 86 (39%) were male

Comparison 2015 to 2016;

- 19% increase in Indigenous students completing NTCET
- 9% increase in Indigenous females completing NTCET
- 9% decrease in Indigenous males completing NTCET

Fourteen Indigenous students achieved an NTCET studying in their own community in 2016. Gunbalanya School (eight); Maningrida Community Education Centre (three); Ramingining School (two) and Yirrkala School (one).

Twenty-two students who were located in a remote community completed their NTCET through the Northern Territory School of Distance Education. Nine students were from Jabiru Area School; five students were from Tiwi College; five students from Xavier CEC; two students were from Woolaning Homeland Christian School and one student from Ngukurr School.

The top Indigenous NTCET student was from Darwin High School. Casuarina Senior College had the largest numbers of Indigenous NTCET completers (34 students).

Figure 7 Total number of Indigenous NTCETs issued by Sector from 2010 - 2016

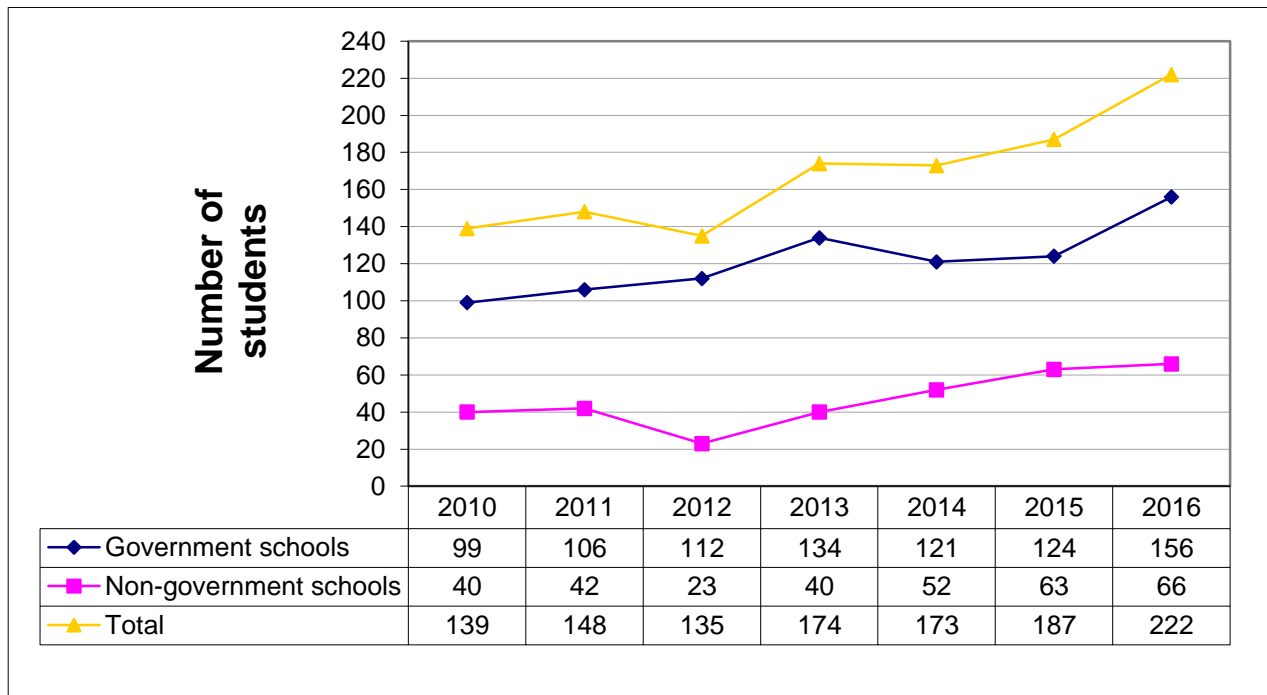


Figure 7 analysis

- 60% increase in Indigenous NTCET completions between 2010 and 2016.

Comparison 2015 to 2016

- 19% increase in Indigenous NTCET completions
- 26% increase in Government schools Indigenous NTCET completions
- 5% increase in non-government schools Indigenous NTCET completions

Longitudinal Data

Table 1 Students enrolled as Year 12 compared to NTCETs issued from 2010 – 2016

Year	Total Year 12 Students*	Possible Completing Students**	Year 12 Female*	Year 12 Male*	NTCET Issued	NTCET Female	NTCET Male
2016	1914	1467	989	925	1405	738	667
	73%	96%	52%	48%		53%	47%
2015	1763	1389	901	862	1338	695	643
	76%	96%	51%	49%		52%	48%
2014	1778	1388	903	874	1317	715	602
	74%	95%	51%	49%		54%	46%
2013	1759	1361	919	839	1255	672	583
	71%	92%	52%	48%		54%	46%
2012	1773	1288	901	872	1209	651	558
	68%	94%	51%	49%		54%	46%
2011	1711	1281	826	885	1144	577	567
	67%	89%	48%	52%		50%	50%
2010	1693	1104	901	792	1041	578	463
	61%	94%	53%	47%		56%	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 2016 Age Grade Census.

Table 1 analysis

- 35% increase in NTCET issued between 2010 and 2016
- Increase in conversion of possible completion to NTCET issued
- 28% increase in NTCET issued for females between 2010 and 2016
- 44% increase in NTCET issued for males between 2010 and 2016

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 83.4 to 87.5 out of 90. Of the top 20 students, eight (38%) were male and thirteen (62%) were female.*

Eight of the top 20 students were from Darwin High School; six from The Essington School Darwin; two from Casuarina Senior College; two from Marrara Christian College; two from St Philips College and one from Katherine High School*.

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:

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

Thirty one A+ merits were awarded to twenty six students in twenty subjects from ten schools. One student achieved A+ merits in three subjects and three students achieved A+ merits in two subjects each.

**Two students shared the 20th position.*

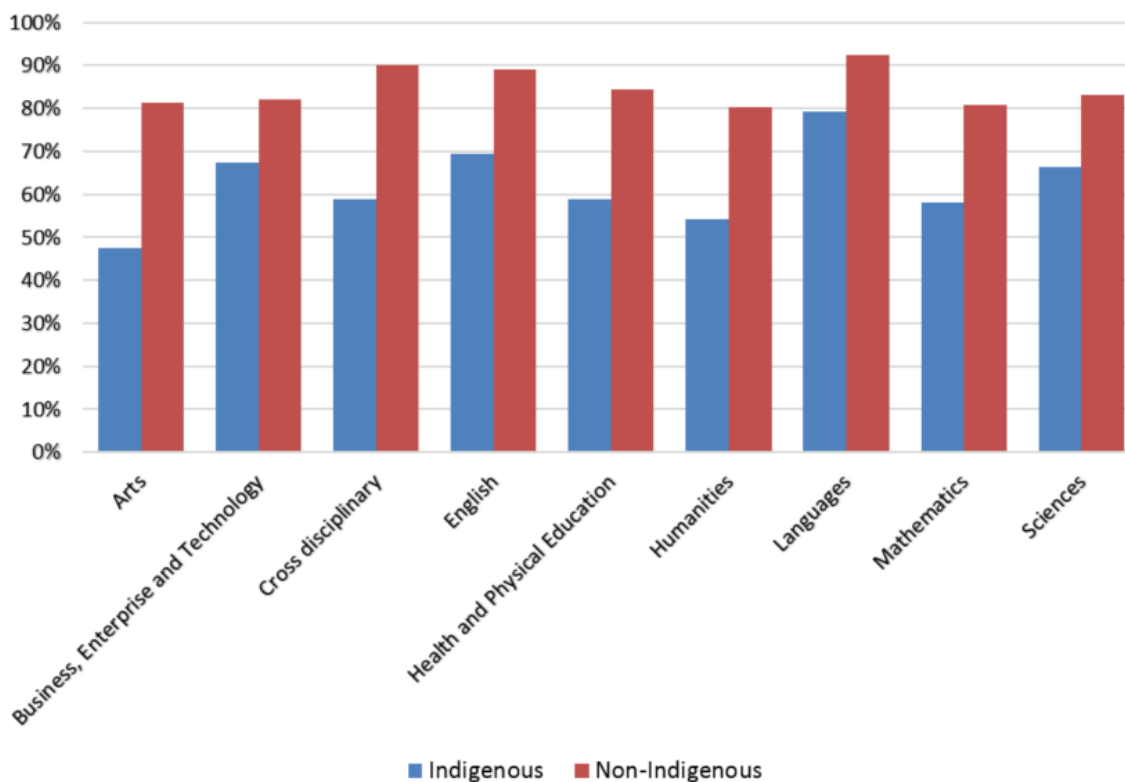


The Hon Eva Lawler MLA, Minister for Education with 2016 Top 20 NTCET awardees

Stage 1 Results

Figure 8 below provides the percentage of students in all Stage 1 learning areas that obtained a C grade or above.

Figure 8 Stage 1 results by Learning Area, 2016*



*Data extracted from PADM BIC database on 29/5/2017

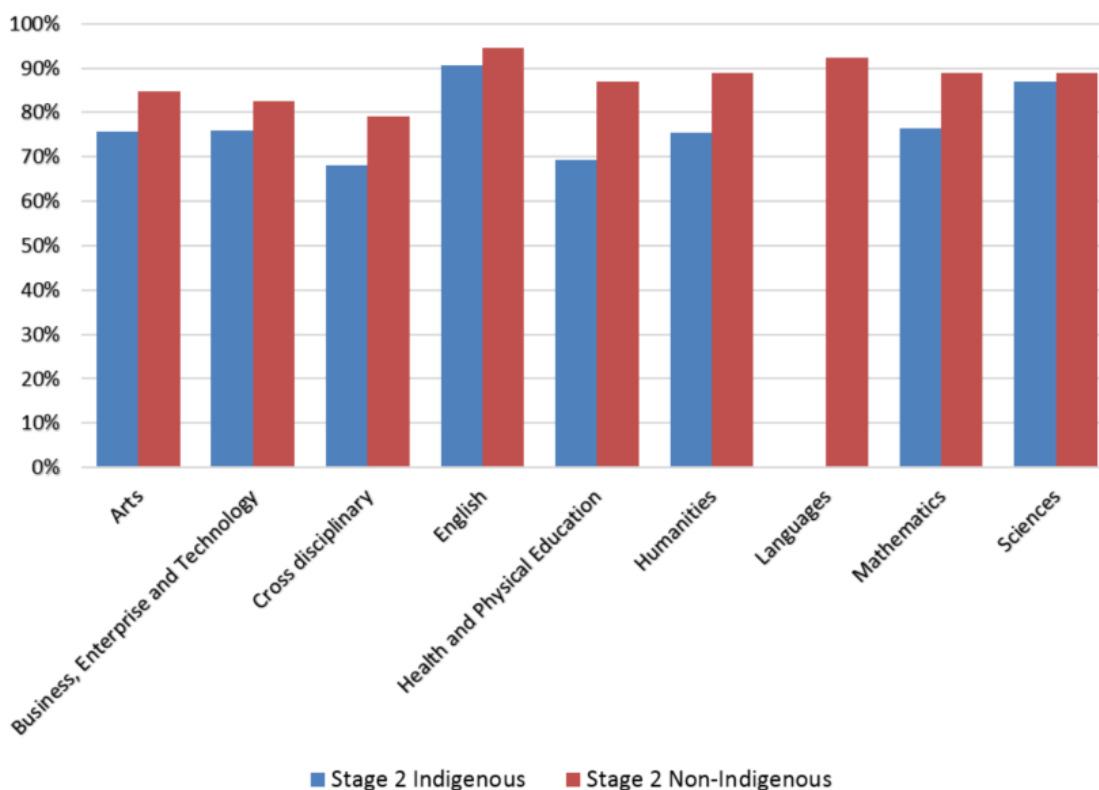
Figure 8 Analysis

- Indigenous students obtaining a grade of C or above at Stage 1 is on average 23% lower 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 (13%), Business, Enterprise and Technology (15%) and the Sciences (17%).
- The greatest difference between Indigenous and non-Indigenous students obtaining a grade of C or above are in Arts (33%) and Cross-disciplinary subjects (31%).
- Indigenous students' highest performance were in Languages (79%).
- Non-Indigenous students' highest performance were in Languages (92%) and Cross-disciplinary subjects (90%).

Stage 2 Results

Figure 9 below provides the percentage of students in all Stage 2 learning areas that obtained a C⁻ grade or above.

Figure 9 Stage 2 results by Learning Area, 2016*



* Data extracted from PADM BIC database on 29/5/2017

Figure 9 analysis

- Indigenous students obtaining a grade of C⁻ or above at Stage 2 is on average 19% lower 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 Sciences (2%) and English (3%).
- The greatest difference between indigenous and non-indigenous students obtaining a grade of C⁻ or above are in Languages as no Indigenous students completed a Stage 2 Languages course in 2016.
- Indigenous students' highest performances were in English (91%).
- Non-Indigenous students' highest performances were also in English (94%).

Vocational Education and Training that contributes to the NTCET

Table 2 NTCET students and their VET completions

VET Completions	2016
Number of students who completed the NTCET with VET	559*
Number of students who completed the NTCET and wouldn't have done so without VET	328*

*2016 NTCET Completers VET Data as extracted on 3/2/2017.

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 per cent of students completed VET competencies and an NTCET (44% in 2015). Twenty-three per cent of students used VET to complete their NTCET (25% in 2015).



Vocational Education and Training delivered to secondary students

Vocational Education and Training (VET) delivered to secondary students in the Northern Territory is constantly evolving to meet industry demands.

The Industry, Engagement and Employment Pathways (IEEP) team was developed in 2010. This team is dedicated to the strengthening of employment pathways in schools and consists of core positions and positions funded under the Indigenous Education Review all with the aim of improving vocational opportunities for Northern Territory students.

In 2016, VET enrolments increased by 174 students. This is an 8.6% increase in comparison to 2015.

Notable VET programs in 2016 included:

The Pastoral Futures Program

This program runs across the Northern Territory and targets those students keen to enter the pastoral industry. Schools involved in this program included Ntaria School, Centralian Senior College, Tennant Creek High School, Yirara College 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.

School	Results 2016	Full Certificate	Student Enrolments*
Taminmin College	Certificate I in AgriFood	19	21
	Certificate II in Rural Operations	12	12
	Certificate III in Agriculture	7	7
Tennant Creek High School	Certificate I in AgriFood	4	14
	Certificate II in Rural Operations	5	11
Centralian Senior College	Certificate II in Rural Operations		8
Ntaria School	Certificate I in AgriFood	1	6
	Certificate II in Rural Operations		1
Yirara College	Certificate I in AgriFood		9
	Certificate II in Rural Operations		4

* To be counted as enrolment, a student must have completed at least one unit of competency as part of a relevant VET course. Enrolment is the total number of students enrolled.

Employment Pathways Centre at Nightcliff Middle School. This centre trains Certificate I in Manufacturing (Pathways) and hosts students from six middle schools in the Darwin area.

School	Full Certificate	Student Enrolments*
Taminmin College	12	12
Nightcliff Middle School	28	31
Dripstone Middle School	13	19
Roseberry Middle School	5	9
Darwin Middle School	30	23
Sanderson Middle School	18	25

Maritime program

The Maritime Academy starts at an engagement program through recreational boating and pathways to a Certificate II in Maritime Operations, the compulsory qualification to gain an entry level licence in Maritime (Coxswain Grade 2). The program is supported by 4 x 7.4m boats and 4 x 5.1m boats based in Nhulunbuy, Casuarina Senior College, Milingimbi and Shepherdson College.

School	Course	Results
Milingimbi	Recreational Boating as an Integrated Learning subject	Eight students are ready to take on accredited training in Maritime
Yirrkala / Yirrkala Homelands	Recreational Boating as an engagement program	Students were provided with access to essential safety and boating skills.
Nhulunbuy	Certificate II in Maritime Operations	1 completion 5 partial completions
Casuarina Senior College	Recreational Boating as an Integrated Learning subject Certificate II in Maritime Operations	6 completions 2 partial completions

Northern Territory Police Fire and Emergency Services (NTPFES) Cadets Program

NTPFES and the Department of Education have partnered to offer students in the Darwin region a Certificate III in Business and a Certificate II in Community Engagement growing a workforce in the public sector. The program is in the third year and 100% of the graduated cadets from squad one who remained in Darwin are on a strong employment pathway, mostly through positions within the Tri-Services.

- SQUAD 1/2015: 12 students graduated in 2016
- SQUAD 2/2016: 15 students moving into their second year
- SQUAD 3/2017: 21 students started as cadets in 2017.

Learning on Country

This is a federally funded program which links school students with local ranger and caring for country groups. The schools below utilise VET to contribute to the career pathways that the local ranger groups provide.

School	Course	Full Certificate	Enrolments
Yurrwi School (Milingimbi)	Certificate I in Conservation and Land Management	8	11
Alyarrmandumanja Umbakumba School	Certificate I in Conservation and Land Management	1	2
Angurugu School	Certificate I in Conservation and Land Management		1
Shepherdson College	Certificate II in Conservation and Land Management		16
Maningrida School	Certificate I in Conservation and Land Management	3	8
	Certificate II in Conservation and Land Management	10	13
Nhulunbuy High School			
Yirrkala School and Homelands	Certificate I in Conservation and Land Management	1	12
	Certificate II in Conservation and Land Management		8

Table 1: 2016 Northern Territory students' enrolled in VET

Government	Non-Government	Total
1379	795	2177

Table 2: 2016 Northern Territory students' with VET qualification completed

Qualification Level	Government	Non-Government	Total
Certificates I,II, III & IV	931	394	1327

Table 3: 2016 Northern Territory students' School-Based Apprenticeships and Traineeships

Government	Non-Government	Total
82	63	145

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: 2016 Northern Territory students' VET Structured Work Placements

Government	Non-Government	Total
376	129	505

The total number of placements was 796; government school 585; non-government schools 211. i.e. some students do more than one placement in a year.

In 2016, 530 businesses participated in the Structured Work Placement Program.

Appendix 1

Northern Territory Board of Studies Student Awards 2016

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 2016 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.

Listed below are the awards presented to graduates at ceremonies held in Alice Springs and Darwin in February 2017.

	Award	Sponsor
1	Administrator's Medal for Year 6 students	Administrator of the Northern Territory
2	Administrator's Medal for Year 9 students	Administrator of the Northern Territory
3	Biology award	Menzies School of Health Research
4	Business and Enterprise award	Department of Trade, Business and Innovation
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	Iain Smith Rotary award for History	Rotary Club of Darwin
13	Information Technology award	Australian Computer Society (NT branch)
14	International Baccalaureate Certificates of Merit	Australian International Baccalaureate Office
15	Karmi Sceney Remote Indigenous Excellence and Leadership award	Department of Education

Award list continued

	Award	Sponsor
16	Karmi Sceney Urban Indigenous Excellence and Leadership award	Department of Education
17	Legal Studies award	Law Society Northern Territory
18	Mathematics award	Department of Treasury and Finance
19	Most Outstanding International Baccalaureate Student	Minister for Education
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 NT School of Distance Education student	Chief Minister
23	Music 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	School Based Apprentice of the Year award	GTNT
27	Sally Bruyn Primary School Science award (for year 6 students)	Department of Education
28	Science award	Australian Veterinary Association (NT Division) and Mrs Bobbie Thompson
29	Telstra Remote Indigenous student award	Telstra Country Wide
30	Top Indigenous Australian Tertiary Admission Ranked award	Charles Darwin University
31	Top Ten Ranked Australian Tertiary Admission Ranked awards	Charles Darwin University
32	Top 20 Northern Territory Certificate of Education and Training students	Northern Territory Board of Studies
33	Vic Czernezkyj Mathematics award	Mathematics Teachers Association of the Northern Territory
34	Vocational Education and Training award Year 11	Minister for Education
35	Vocational Education and Training award Year 12	Minister for Education

2016 Award Winners

Chief Minister's Awards	Name	School
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training student	Aaron Berthon	Darwin High School
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Indigenous student	Marcus Valastro	Darwin High School
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training NT School of Distance Education student	Shannon Fuller	Northern Territory School of Distance Education



Aaron Berthon, Education Minister, Marcus Valastro

Administrators Medal awards	Name	School
Administrator's Medal for Year 6 students (<i>equal winners</i>)	Shae Ford Rajnandini Bohra	Katherine School of the Air Larapinta Primary School
Administrator's Medal for Year 9 students	Siena Stubbs	Nhulunbuy High School



Shae Ford, Administrator of the NT, Siena Stubbs
Darwin recipients



Rajnandini Bohra and Chief Executive DoE
Alice Springs recipient

Top 20 ranked Year 12 Northern Territory Certificate of Education and Training students 2016

Name	School	University Aggregate	ATAR	Rank
Aaron Berthon	Darwin High School	87.50	99.55	1
Millie Hunt	The Essington School Darwin	87.00	99.40	2
Dean Sullivan	St Philip's College	86.80	99.35	3
Katrina McKeough	Marrara Christian College	86.70	99.30	4
Hayley Lye	Katherine High School	86.20	99.05	5
Sarah Macpherson-Oxley	Casuarina Senior College	85.90	98.95	6
Sri Heraganahally	The Essington School Darwin	85.60	98.80	7
Ayden McDonald	The Essington School Darwin	85.30	98.70	8
Thilini Pandithage	Casuarina Senior College	85.20	98.65	9
Rachel Park	Darwin High School	85.00	98.55	10
Jack Cartmer	Marrara Christian College	84.80	98.40	11
Ritwik Dasgupta	Darwin High School	84.80	98.40	11
Hannah Carter	The Essington School Darwin	84.70	98.35	13
River Pachulicz	St Philip's College	84.70	98.35	13
Marianna Diamandopoulos	Darwin High School	84.60	98.30	15
Joel Jettner	Darwin High School	84.30	98.15	16
Jack Davis	Darwin High School	84.10	98.00	17
Themelina Roditis	Darwin High School	84.10	98.00	17
Emily Stephenson	Darwin High School	83.70	97.75	19
Kaila Gordon	The Essington School Darwin	83.40	97.55	20
Demi Tcha	The Essington School Darwin	83.40	97.55	20

Year 12 Certificates of Merit

Name	School	Subject
Sarah Macpherson Oxley	Casuarina Senior College	Chemistry
Desiree Reynolds	Casuarina Senior College	Research Project B
Jade Thorogood	Centralian Senior College	Indonesian (continuers)
Aaron Berthon	Darwin High School	Mathematical Studies
Aaron Berthon	Darwin High School	Physics
Franjesca Cercarelli	Darwin High School	Scientific Studies
Deanna Chin	Darwin High School	Communication Products I
Leon Danicic	Darwin High School	Integrated Learning
Jack Davis	Darwin High School	Women's Studies
Tully Hemsley	Darwin High School	Visual Arts - Art
Lana Laureles	Darwin High School	Visual Arts - Art
Douglas Lee	Darwin High School	English Studies
Max Oliphant-Hand	Darwin High School	Systems and Control Products I
Rachel Park	Darwin High School	Biology
Natarsha Whelan	Darwin High School	Mathematical Applications
Chloe Bonnell	Good Shepherd Lutheran College	Integrated Learning II
Hayley Lye	Katherine High School	Chemistry
Hayley Lye	Katherine High School	English Communications
Jack Cartmer	Marrara Christian College	English Communications
Katrina McKeough	Marrara Christian College	English Communications
Katrina McKeough	Marrara Christian College	Physics
Gloria Korwa	St John's Catholic College	Indonesian (continuers)
Gabrielle Borchers	St Philip's College	Mathematical Applications
Dean Sullivan	St Philip's College	Mathematical Studies
Jessie Innes	Taminmin College	Mathematical Applications
Beatrice Carter	The Essington School Darwin	Biology
Millie Hunt	The Essington School Darwin	Psychology
Ayden McDonald	The Essington School Darwin	Business and Enterprise
Ayden McDonald	The Essington School Darwin	Information Processing and Publishing
Ayden McDonald	The Essington School Darwin	Mathematical Applications
Jessica Osborne	The Essington School Darwin	Creative Arts

Charles Darwin University Top Ten Australian Tertiary Admission Rank awards

Name	School
Rebecca Spain	Kormilda College
Aaron Berthon	Darwin High School
Millie Hunt	The Essington School Darwin
Dean Sullivan	St Philip's College
Katrina McKeough	Marrara Christian College
Hayley Lye	Katherine High School
Sarah Macpherson-Oxley	Casuarina Senior College
Sri Heraganahally	The Essington School Darwin
Ayden McDonald	The Essington School Darwin
Thilini Pandithage	Casuarina Senior College



Professor Sue Carthew, Charles Darwin University and the Top 10 Australian Tertiary Admission Rank awardees

International Baccalaureate Certificates of Merit

Name	School	Subject
Rhianna Gaden	Kormilda College	Grade A Extended Essay Visual Arts
Georgina Myerscough	Kormilda College	Grade 7 English A: Language and Literature Higher Level
Rebecca Spain	Kormilda College	Grade 7 French B Higher Level Physics Standard Level, Chemistry Standard Level, Mathematics Standard Level, Grade A Extended Essay Psychology
Andrew Whitesmith	Kormilda College	Grade 7 Chemistry Standard Level
Felicity Williams	Kormilda College	Grade 7 English A: Language and Literature Higher Level

Sponsored awards

Award	Name	School
Australian Computer Society ICT award for Information Technology	Ayden McDonald	The Essington School Darwin
Australian Council for Health, Physical Education and Recreation (NT) Health Education award	Bonnie Hunt	Northern Territory School of Distance Education
Australian Council for Health, Physical Education and Recreation (NT) Physical Education award	Adam Cundy	The Essington School Darwin
Australian Meteorological and Oceanographic Society Physics award	Aaron Berthon	Darwin High School
Australian Veterinary Association (NT Division) Dennis Thomson Memorial Science award	Rachel Park	Darwin High School
Charles Darwin University Top Indigenous Australian Tertiary Admission Rank award	Marcus Valastro	Darwin High School
Darwin Lord Mayor Languages award (<i>equal winners</i>)	Gloria Korwa Jade Thorogood	St John's Catholic College Centralian Senior College
Department of Trade, Business and Innovation – Business and Enterprise award	Ayden McDonald	The Essington School Darwin
Department of Treasury and Finance Mathematics award	Gabrielle Borchers	St Philip's College

Sponsored awards continued

GTNT School-Based Apprentice award	Grace Crouch	Casuarina Senior College
Ian MacGregor Rotary award for English Studies	Douglas Lee	Darwin High School
Ian MacGregor Rotary award for Excellence in English Communications	Hayley Lye Katrina McKeough	Katherine High School Marrara Christian College
Iain Smith Rotary award for History	Eddie Gardiner	Darwin High School
International Association of Hydrogeologists (NT branch) Geography award	Annelies Kersemakers	Darwin High School
International Baccalaureate Most Outstanding Student award	Rebecca Spain	Kormilda College
Law Society Northern Territory Legal Studies award	Lucy Quinlan	Darwin High School
Karmi Sceney Indigenous Urban Excellence and Leadership awards	Shaelee Tonkin Reeves	Katherine High School
Karmi Sceney Indigenous Remote Excellence and Leadership awards	Trish Tipiloura	Xavier Catholic College
Mathematics Teachers Association of the NT Vic Czernezkyj Mathematics award	Aaron Berthon Dean Sullivan	Darwin High School St Philip's College
Menzies School of Health Research Biology award	Rachel Park	Darwin High School
Year 11 Vocational Education and Training award	Olivia Harding	Darwin High School
Year 12 Vocational Education and Training award	Bridgette Bidner Alicia Smith	O'Loughlin College Casuarina Senior College
NT Music School Music award	Nisangi Wijesinghe	Darwin High School
Royal Australian Chemical Institute Chemistry award (<i>equal winners</i>)	Sarah Macpherson-Oxley Hayley Lye	Casuarina Senior College Katherine High School
Sally Bruyn Senior Primary School Science award	Ebner Duncan	Nightcliff Primary School
Telstra Remote Indigenous student award	Caprice Gaykamangu	Ramingining School

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 2016 school year are listed below:

Year 12 Students

Name	School
Sarah Macpherson-Oxley	Casuarina Senior College
Jade Thorogood	Centralian Senior College
Aaron Berthon	Darwin High School
Courtney Stanwix	Good Shepherd Lutheran College
Hayley Lye	Katherine High School
Stacey Hill	Kormilda College
Savanne Canobie	Nhulunbuy High School
Katrina McKeough	NT Christian College
Bonnie Hunt	Northern Territory School of Distance Education
Henry Callander	O'Loughlin Catholic College
Maria Amud Barrozo	Palmerston Senior College
Dean Sullivan	St Philip's College
Vincent Canete	Tennant Creek High School
Melinda Mees	Taminmin College
Jessie Innes	Taminmin College
Millie Hunt	The Essington School Darwin

Year 12 Indigenous students

Name	School
Taleisha Ahmat	Casuarina Senior College
Chloe Tilmouth	Centralian Senior College
Marcus Valastro	Darwin High School
Shaelee Tonkin-Reeves	Katherine High School
Natalie Maymuru	Kormilda College
Gabrial Millar	Nhulunbuy High School
Kelsey Scott	NT Christian College
Trish Tipiloura	Northern Territory School of Distance Education
Kaytlyn O'Neil	O'Loughlin Catholic College
Jaymee Thomas	Palmerston Senior College

Year 12 Indigenous students continued

Name	School
Brianna McGillivray	St Philip's College
Ayden Renfrey-Carroll	Tennant Creek High School
Michaela White	Taminmin College
Jaide Russell	The Essington School Darwin
Trish Tipiloura	Xavier Catholic College

Year 12 International Baccalaureate awardee

Name	School
Rebecca Spain	Kormilda College

Year 12 – Personal Learning Achiever awardees

Name	School
Grace Crouch	Casuarina Senior College
Ben Russell	Centralian Senior College
Casey Hurley	Darwin High School
Nicholas Reiter	Darwin High School
Matthew Dejonge	Good Shepherd Lutheran College
Brendan Kerr	Katherine High School
Ethan Randle	Nhulunbuy High School
Daena Johnson	O'Loughlin Catholic College
Riley Inglis	Palmerston Senior College
Cyan Duncan	St Joseph's Catholic College
Ashley Smith	St Philip's College
Jessica Nelson	Taminmin College
Craig Bishop	Tennant Creek High School
Fisto Bizima	The Essington School Darwin

Year 9 students

Name	School
Hunter Torr	Alice Springs School of the Air
Matilda Moore	Araluen Christian College
Izabella Simmonds	Batchelor Area School
Lachlan Anderson	Darwin Middle School
Eric Zhu	Dripstone Middle School
Arianna Baldieri	Good Shepherd Lutheran College
Charlotte Pickering	Katherine High School

Helena Gallagher
 Samuel Roussos
 Sophia McKee
 Elijah Williams
 Kye Edwards
 Anthoula Kostopoulos
 Alanna Behrendorff
 Lindsay McGregor
 Veronika Babakova
 Ianna Lalim
 Keraro Ogendi
 Georgia Campbell
 Amy Hoy
 Rovin Verdillo
 Damascena Kerinauia

Katherine School of the Air
 Kormilda College
 Marrara Christian College
 Nhulunbuy Christian College
 Nhulunbuy High School
 O'Loughlin Catholic College
 Palmerston Christian School
 Sanderson Middle School
 Sattler Christian College
 St Joseph's Catholic College
 St Philip's College
 Taminmin College
 The Essington School Darwin
 Tennant Creek High School
 Xavier Catholic College

Year 6 students

Name	School
Katelyn McLean	Adelaide River Primary School
Christelena Heard	Alawa Primary School
Oliver Davey	Alyangula Area School
Aidan Latz	Anula Primary School
Amy Goodlet	Araluen Christian College
Kye Johnstone	Bakewell Primary School
Emily Dwyer	Batchelor Area School
Eilis Evans	Bees Creek Primary School
Paige Hughes	Bradshaw Primary School
Liam Henderson	Braitling Primary School
Terrence Brown	Casuarina Street Primary School
Isaiah Baldock	Driver Primary School
Ethan Barling	Durack School
Matthew Fletcher	Gawa Christian School
Svetlana Lamche	Girraween Primary School
Tayla Gossow	Good Shepherd Lutheran College
Wasif Khan	Gray Primary School
Alannah Joyce	Holy Family Catholic School
Bethany Kerwin	Holy Spirit Catholic Primary School
Shelby Hunt	Humpty Doo Primary School

Daphne Cholakos	Jingili Primary School
Anh Nguyen	Katherine South Primary School
Shae Ford	Katherine School of the Air
Peter Susanto	Kormilda College
Rajnandini Bohra	Larapinta Primary School
Mia Mackenzie	Larrakeyah Primary School
Ryan Lee	Leanyer Primary School
Carys Kelly-Mullins	Malak Primary School
Gabriella Reynolds	Manunda Terrace Primary School
Isabella Dimmick	Marrara Christian College
Felicity Chapman	Moil Primary School
Riveen Abeywickrama	Nakara Primary School
Levina Smith	Nhulunbuy Primary School
Joseph Holmes	Nhulunbuy Christian College
Kaiya Brand	Nightcliff Primary School
Lily Koeford	Palmerston Christian School
Shania Marrakuy	Ramingining School
Caitlin Lay	Rosebery Primary School
Nicholas Boffa	Ross Park Primary School
Anika Kamarudin	Sacred Heart Catholic Primary School
Chelsea Mitchell	Sadadeen Primary School
Edith Damanik	Sattler Christian College
Jennifer Vo	St Francis of Assisi Catholic Primary School
Harry Gregg	St Joseph's Catholic College - Katherine
Amber Moore	St Mary's Catholic Primary School
Lily Brennan	St Paul's Catholic Primary School
Craig Price	Stirling School
Maxine Young	Stirling School
Shakthi Vimal	Stuart Park Primary School
Rifky Noorizal	Tennant Creek Primary School
Imke Mentz	The Essington School Darwin
Rochelle Young	Walungurra School
Fiona Garrucho	Wulagi Primary School
Reuben Wallace	Wanguri Primary School
Xavier Walsh-Evans	Woodroffe Primary School
Caitlin McLean	Yulara School

SACE SUBJECTS

All subjects contribute either 10 or 20 credits towards a student's NTCET completion pattern.

Stage 1 Subjects for 2016

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 an Additional Language
English: Modified
Essential English

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 (beginners)
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

Mathematics
Essential Mathematics
General Mathematics
Mathematics: Modified

SCIENCES

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

SELF-DIRECTED COMMUNITY LEARNING PROGRAMS

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

Stage 2 Subjects 2016

ARTS

Creative Arts

Creative Arts
Creative Arts: Local Program
Creative Arts: Modified
Dance
Drama

Music

Composing and Arranging
Ensemble Performance
Musicianship
Musical Styles
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 A

Arts and the Community
Communication and the Community
Foods and the Community
Health, Recreation and the Community
Science, Technology and the Community
Work and the Community

Community Studies B

Humanities and the Community
Interdisciplinary Learning and the
Community
STEM 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 A
Research Project B
Research Project: Modified

ENGLISH

English as Second Language
English as Second Language Studies
English Communications

English Pathways

English Pathways
English Pathways: Local Program
English Modified
English Studies

HEALTH AND PHYSICAL EDUCATION

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)

Australian Languages

First Languages Maintenance I
First Languages Maintenance II
Languages Awareness I
Languages Awareness II
Languages Revival I
Languages Revival II
Second Language Learning I
Second Language Learning II
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)

Languages and Culture

Languages and Culture
Languages and Culture: Local Program
Languages and Culture: Modified
Latin (continuers)*
Macedonian (continuers)
Malay (background speakers)
Maltese (continuers)
Modern Greek (beginners)
Modern Greek (continuers)
Persian (background speakers)

*Contact the relevant SACE Board Officer

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
Mathematical Methods

Mathematical Pathways

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

SCIENCE

Agriculture and Horticulture

Agricultural and Horticultural Applied
Technologies

Agricultural and Horticultural Enterprise

Agricultural and Horticultural Management

Agricultural and Horticultural Principles

Agricultural and Horticultural Studies

Agricultural and Horticultural Science

Biology

Chemistry

Geology

Nutrition

Physics

Psychology

Scientific Studies

Scientific Studies

Scientific Studies: Local Program

Scientific Studies: Modified

The Board acknowledges and thanks Territory businesses, organisations, individuals and government agencies that provided generous sponsorship for the 2016 Northern Territory Board of Studies student awards.



