



NORTHERN
TERRITORY
GOVERNMENT

NORTHERN TERRITORY BOARD OF STUDIES

Annual Report 2017

© Northern Territory Government 2018

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

4 June 2018

Dear Minister

I am pleased to present the Northern Territory Board of Studies Annual Report for the year ending 31 December 2017.

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



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Report from the Chair

This report covers the 2017 calendar year and is the second annual report of the Northern Territory Board of Studies since changes were made to the *Education Act* in 2015.

The board is an independent body consisting of one Department of Education representative nominated by the Chief Executive; four stakeholder representatives (parent, teacher, employer and Aboriginal); two expert members drawn from the Catholic Education Office Northern Territory and the Association of Independent Schools of the Northern Territory; and four expert members nominated by the Minister for Education.

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 relating to 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.

The reporting year has been one of considerable activity in terms of the national educational agenda and Northern Territory initiated projects, policy development, monitoring and review. The board has considered and discussed a number of curriculum, assessment and reporting principles and other matters affecting Education in the Northern Territory. These include the Australian Curriculum, Assessment and Reporting Authority, the Northern Territory Certificate of Education and Training and vocational education and training. The board has continued to monitor the development and implementation of the Australian Curriculum in the Northern Territory.

Members of the board worked closely together with its operational arm, School Support Services, within the Department of Education, in the development of the policy *Keeping Indigenous Languages and Cultures Strong*. This policy was endorsed by NTBOS and is available for use in all Northern Territory schools.

In 2017 the board completed a review of its strategic planning processes. The resulting *Northern Territory Board of Studies Strategic Plan 2017 - 2020* will guide the board's future directions and goals.

In my fifth year as chair of the board, I once again had the opportunity to attend school and board award functions and ceremonies. These events showcase the excellent achievements of Northern Territory students, their teachers and schools (in conjunction with families and communities) and affirm and celebrate the high standard of education in the Northern Territory.

I acknowledge the commitment of my fellow colleagues on the board for their drive to achieving our goals and the way in which they have taken up the challenges of working together to further improve education and educational outcomes in the Northern Territory.

I also acknowledge the outstanding contribution made by Professor Peter Kell during his six year tenure on the board and extend the board's best wishes for the next phase in his life.

And finally, I would like to express my 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, staff from School Support Services.

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

Ralph Wiese
Chair

28 May 2018

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 relation 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 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 11 members: one Department of Education officer nominated by the Chief Executive; four stakeholder representatives (parent, teacher, employer and Aboriginal); two expert members drawn from the Catholic Education Office Northern Territory and the Association of Independent Schools of the Northern Territory; and four expert members nominated by the Minister. All six expert members must have expertise in prescribed fields.

Board Member Profiles – December 2017



Mr Ralph Wiese

Chair and expert member nominated by the Minister for Education

Now retired, 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 of the 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' 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 Commonwealth 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 Northern Territory and federal level, on behalf of independent schools in the Northern Territory.



Mr Christopher Pollard
Member nominated by the Catholic Education Office
Northern Territory

Mr Christopher Pollard has over 35 years' experience in Catholic education encompassing a variety of school based teaching and leadership roles as well as Catholic Education Office based support and leadership positions. He currently holds the position of Deputy Director, Teaching and Learning at the Catholic Education Officer, Darwin. Mr Pollard holds a Diploma of Teaching, Bachelor of Education (Primary), Graduate Diploma in Computing and a Graduate Diploma in Legal Studies.



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 in 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 to 2005.



Ms 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 also 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 roles played by education and training in preparing local people for employment.



Ms Pauline Schober

Member who represents the interests of Aboriginal people

Ms Pauline Schober is the current teaching schools coordinator managing the partnership agreement between Charles Darwin University School of Education and the 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, i.e. early years, primary, secondary and senior secondary. Ms Schober holds a Bachelor of Business and a Masters of Education completed at Charles Darwin University with a specific focus on Aboriginal education and community engagement in education.



Ms Rachel Boyce

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

Ms Rachel Boyce is currently the Principal Good Shepherd Lutheran School in Darwin; she has over 20 years' experience as an educator working in a range of schools in both regional and metropolitan localities with students from the early years through to Year 12, most of these within the Northern Territory. She has experience in Aboriginal 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, a Masters of Education and a Graduate Diploma in Theology.



Professor Peter Kell

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

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 to 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 for Education

Mr Paul Matthews currently holds the position of Principal Casuarina Senior College. Mr Matthews 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 2017

- Analysis of 2016 National Assessment Program - Literacy and Numeracy (NAPLAN) results
- Analysis of 2016 Northern Territory Certificate of Education and Training (NTCET) results
- Australasian Curriculum, Assessment and Certification Authorities (ACACA)
- Australian Curriculum Implementation in the Northern Territory
- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Indigenous Languages and Culture
- Indigenous Education
- Literacy and numeracy
- NAPLAN Online
- Northern Territory Science, Technology, Engineering and Mathematics (STEM)
- National STEM School Education Strategy
- National issues and initiatives
- Northern Territory Certificate of Education and Training
- Northern Territory languages
- Northern Territory Board of Studies Strategic Plan 2018 - 2020
- NTBOS website
- Policies and guidelines
- South Australian Certificate of Education (SACE) Board
- SACE Modernisation
- Student awards and ceremonies
- Indigenous Education Strategy
- Vocational education and training (VET)

2017 Meeting Dates

17 March 2017	Darwin
02 June 2017	Darwin
18 August 2017	Darwin
03 November 2017	Good Shepherd Lutheran College, Palmerston

Performance of Northern Territory Students in National Assessment Program – Literacy and Numeracy 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 and 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 2017 should not be compared to years prior to 2011 due to a change in rubric. Writing results from 2011 to 2017 are comparable.

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 2017 NAPLAN National Report contains additional information

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

about whether changes from 2008 to 2017 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 Aboriginal status. Aboriginal students include students who have identified as Aboriginal or Torres Strait Islander (or both). Students not stating their Aboriginal status are excluded from the data that is presented by Aboriginal 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 Aboriginal proportion.

The NT has an Aboriginal 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 Aboriginal 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 Aboriginal 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 Aboriginal students than non-Aboriginal students. Across Australia, Aboriginal students did not perform as well as non-Aboriginal students.

NT Aboriginal students had significantly lower achievement than Aboriginal students nationally. The strongest NT Aboriginal result, in Year 9 numeracy with 61 per cent achieving NMS, is 23 percentage points lower than the national average of 84 per cent for Aboriginal students in this test. The lowest achievement rate for NT Aboriginal students was in writing for Year 9 students, with 18 per cent achieving NMS. Again this was substantially lower than the national Aboriginal student average of 49 per cent for this test.

The average difference in achievement rates across all year levels and assessment domains for NT Aboriginal students when compared with Aboriginal students nationally was 36 percentage points lower.

NT non-Aboriginal student achievement was more comparable with non-Aboriginal students across Australia. The top two NT results, for Year 5 numeracy and Year 9 numeracy, had 96 per cent NMS achievement, which was equivalent with the national levels. The lowest achievement rate of 74 per cent for non-Aboriginal students was in Year 9 writing (ten percentage points lower than the Australian average of 84 per cent).

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

The proportion of Aboriginal students in very remote NT schools achieving NMS ranged from four to 44 per cent with an average of 20 per cent across all assessment domains and year levels. This was significantly lower than Aboriginal students in remote NT schools with an average of 48 per cent and outer regional NT schools with an average of 66 per cent.

Achievement rates for Aboriginal students in remote schools in the NT ranged from 24 to 72 per cent across all assessment domains and year levels. Aboriginal students in outer regional schools fared best in the NT with achievement rates ranging between 37 to 80 per cent across all assessment domains and year levels. The proportion of non-Aboriginal students achieving NMS in the NT was similar for outer regional, remote and very remote schools and ranged from 71 to 99 per cent across all assessment domains and year levels.

Participation

In 2017 participation rates for NT students across all year levels and test domains ranged from 77 to 89 per cent compared to 91 to 96 per cent nationally.

The highest NT participation rates were in Year 3 and Year 5, both with 89 per cent average participation rate across test domains. Year 9 students had the lowest average participation rate across domains at 79 per cent for the NT. This was 12 percentage points lower than the Australian average Year 9 rate.

The NT 2017 participation rate for Aboriginal students across year levels and domains decreased by an average of three percentage points from 2016 levels. Year 9 Aboriginal students recorded the lowest participation rate, with an average participation rate of 60 per cent across domains. Year 3 Aboriginal students recorded the highest participation rate across domains with an average participation of 79 per cent in 2017. The decline in participation for Aboriginal students compared to 2016 occurred at each year level.

The NT participation rates for non-Aboriginal students in 2017 were also lower than in 2016, however the difference across year levels and domains was less than one percentage point. Non-Aboriginal participation ranged from 93 to 96 per cent in 2017 and these rates 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.

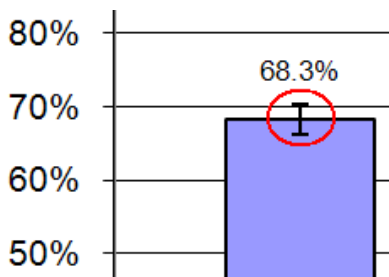
Students may be withdrawn from the testing program by the parent/caregiver on the grounds of religious beliefs and philosophical objections to testing. Students who have been withdrawn from testing are not counted as part of the assessed cohort and are excluded from performance calculations.

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 Aboriginal status are excluded from the data that is presented by Aboriginal status, but are included in the overall figures.

Confidence Intervals



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

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

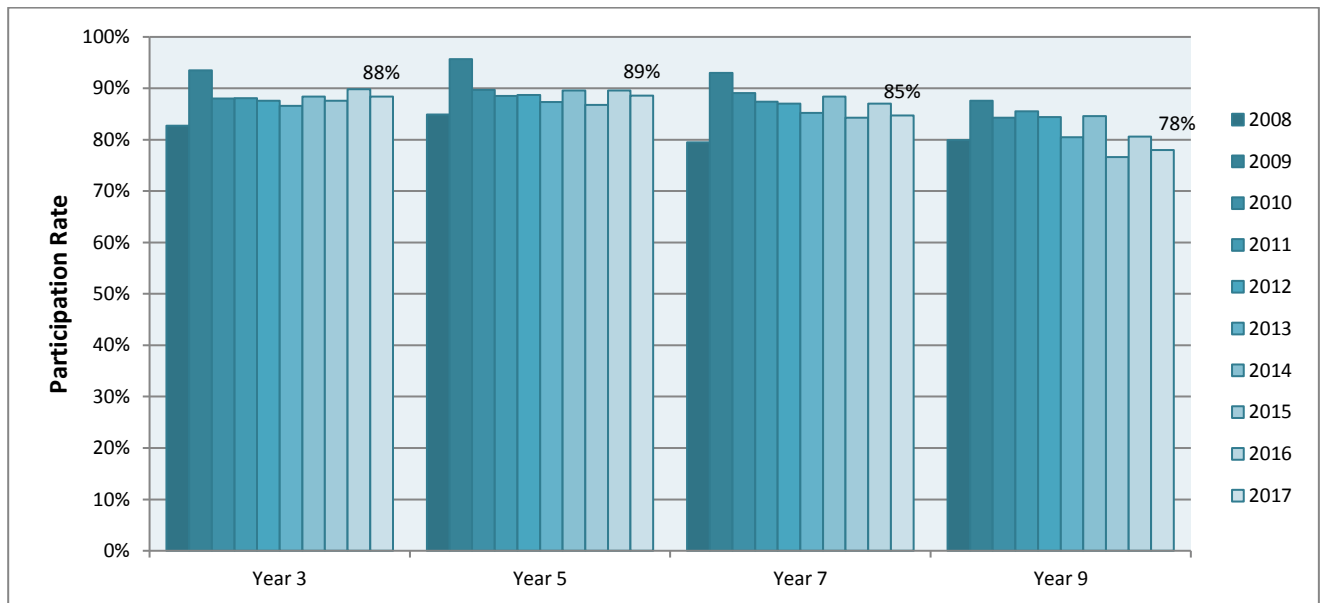
Participation

National participation rates in 2017 were predominately steady with 2016 rates across year levels and domains, with only Year 3 rates recording a marginal decline. NT participation rates decreased across domains for year levels 3, 5 and 9 in 2017 compared to 2016 rates. Across domains, NT participation decreased most strongly for Year 9 with an average decrease of three percentage points. A marginal participation rate increase was recorded for Year 7 when compared to 2016. Year 3 and 5 NT students had the highest across domain participation rates, both at 89 per cent.

1. Participation of students in the reading test

NT reading participation rates in 2017 decreased compared to 2016 for each year level with the largest decline, of 2.6 percentage points, recorded in Year 9. The highest 2017 NT participation rate for reading was 89 per cent for Year 5 students. Year 3 students had the smallest gap in participation compared to the national average with participation 6.4 percentage points lower. Year 9 students had the largest gap in participation compared to the national average with participation 13.3 percentage points lower. Figure 1.1 shows the participation rates for reading in the NT from 2008 to 2017.

Figure 1.1 NT Participation in Reading 2008 – 2017



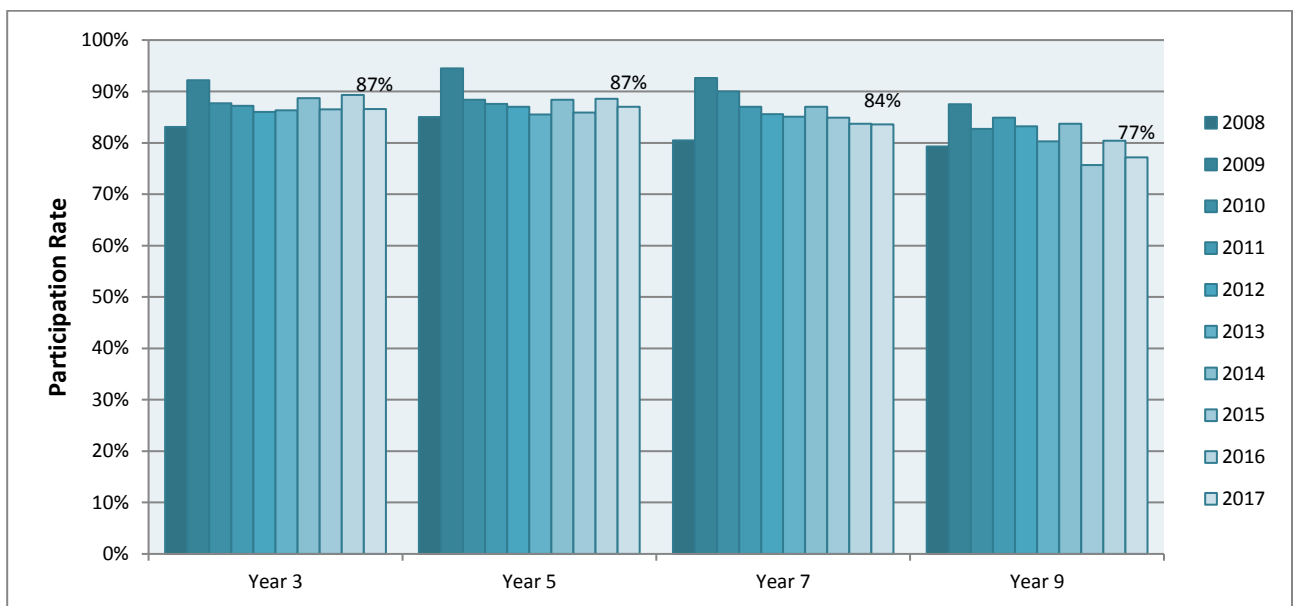
Source: Department of Education Performance and Data Management
For explanatory notes see page 14

2. Participation of students in the numeracy test

NT numeracy participation rates in 2017 decreased compared to 2016 for each year level, except Year 7 which remained stable with the previous year. Year 9 participation, at 3.2 percentage points lower, recorded the largest decline. The highest 2017 NT participation rate for numeracy was in Year 3 and Year 5, both at 87 per cent and the lowest participation rate was in Year 9 at 77 per cent.

Year 3 and Year 5 students had the smallest gap in participation for numeracy compared to the national average, both with participation eight percentage points lower. Year 9 students had the largest gap in participation compared to the national average with participation 13.5 percentage points lower. Figure 2.1 shows participation rates in numeracy in the NT from 2008 to 2017.

Figure 2.1 NT Participation in Numeracy 2008 – 2017



Source: Department of Education 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 2017 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 reading and numeracy for Australia
- Year 5 percentage of students achieving NMS for reading and numeracy for Australia
- Year 9 percentage of students achieving NMS in numeracy for Australia

Figure 3.1 Reading and Numeracy 2017 mean scale score and proportion of students at or above NMS including 2008 to 2017 score change¹

Test Domain	Year Level	2017 Mean Scale Score and Change on 2008		2017 Percent of Students At or Above National Minimum Standard and Change on 2008	
		NT	Aust	NT	Aust
Reading	3	343	431	72	95
		36	31	9	3
	5	430	506	69	94
		25	21	6	3
7	473	545	67	94	
	5	8	-1	0	
9	515	581	66	92	
	-9	3	-4	-1	
Numeracy	3	341	409	76	95
		3	13	-1	0
	5	432	494	75	95
		16	18	5	3
7	489	554	74	95	
	1	9	-2	0	
9	542	592	81	96	
	9	10	7	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 Aboriginal Status

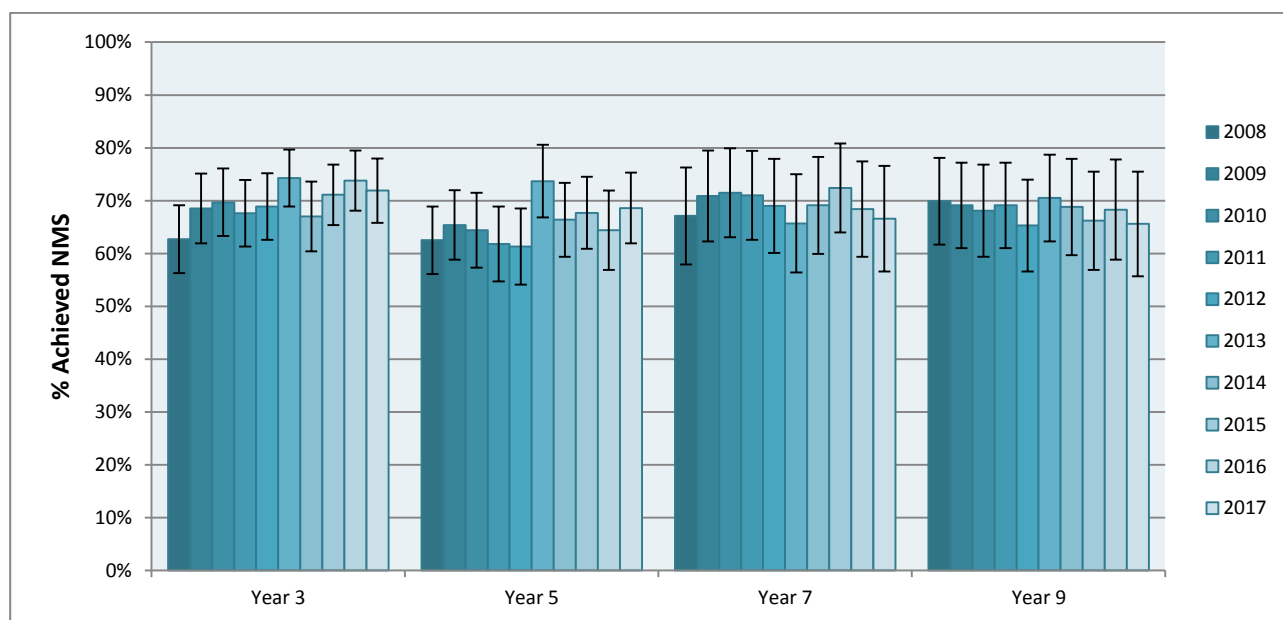
4. Reading

There was an increase in the percentage of Aboriginal students achieving NMS in 2017 for Year 3 and Year 5 compared with 2016, however there has been no significant trend of change over the ten years of NAPLAN testing. In contrast, the proportions of Year 7 and Year 9 Aboriginal students achieving NMS in 2017 were lower compared to 2016, but there was also no significant trend of change over the ten years of NAPLAN testing for these year levels. Overall the percentage of NT Aboriginal students achieving NMS across year levels remains low, ranging from 31 to 43 percent, compared to Aboriginal students nationally with a range of 71 to 82 percent.

For Aboriginal students, Year 3 had the largest proportion achieving NMS for reading in 2017 at 43 per cent. Year 9 Aboriginal students had the lowest proportion with 31 per cent achieving NMS, less than half the national rate of 71 per cent for Year 9 Aboriginal students.

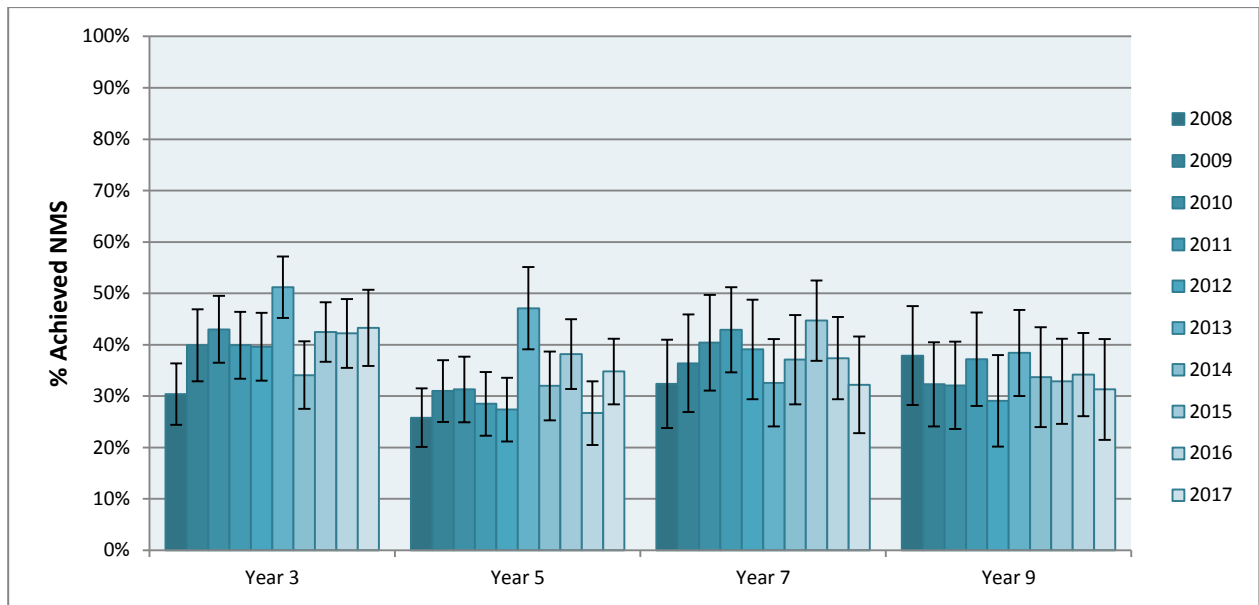
Non-Aboriginal students had a high percentage of students achieving NMS for reading in the NT for each year level, the lowest being Year 9 at 90 per cent. Year 5 had the largest improvement in the proportion of non-Aboriginal students achieving NMS in 2017, with a 2.2 percentage point increase over 2016 to 94 per cent. The proportion of non-Aboriginal students achieving NMS was similar but lower than non-Aboriginal students nationally, with the difference ranging from one to four percentage points across year levels.

Figure 4.1 Percentage of NT Students Achieving National Minimum Standard in Reading 2008 – 2017



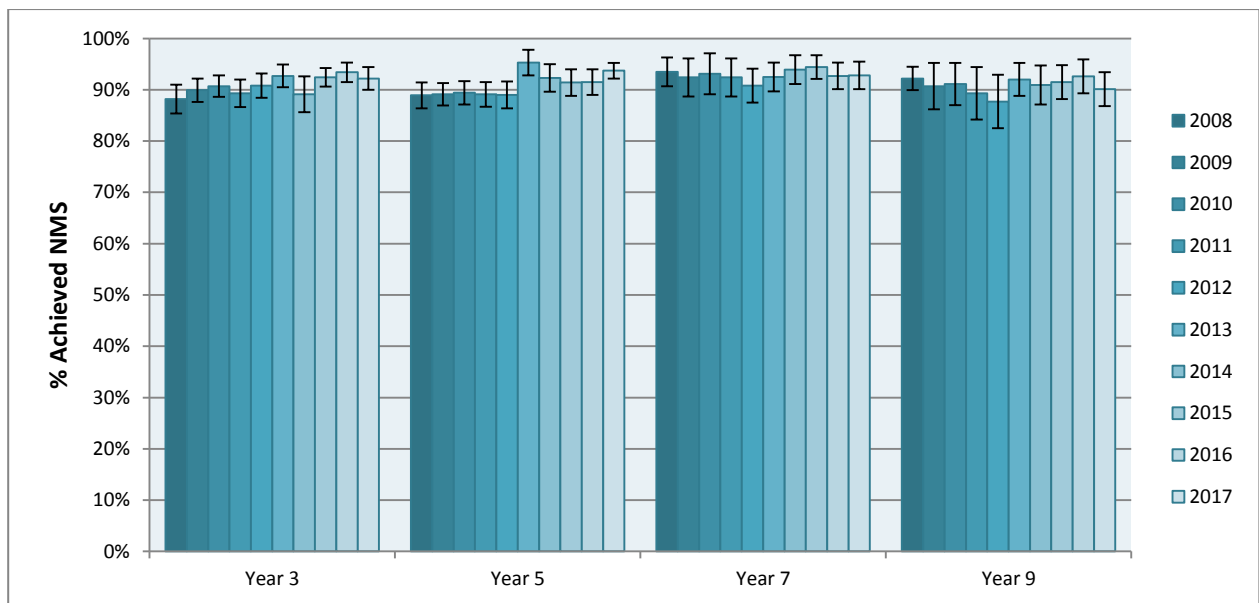
Source: Department of Education Performance and Data Management
For explanatory notes see page 14

Figure 4.2 Percentage of NT Aboriginal Students Achieving National Minimum Standard in Reading 2008 – 2017



Source: Department of Education Performance and Data Management
For explanatory notes see page 14

Figure 4.3 Percentage of NT Non-Aboriginal Students Achieving National Minimum Standard in Reading 2008 – 2017



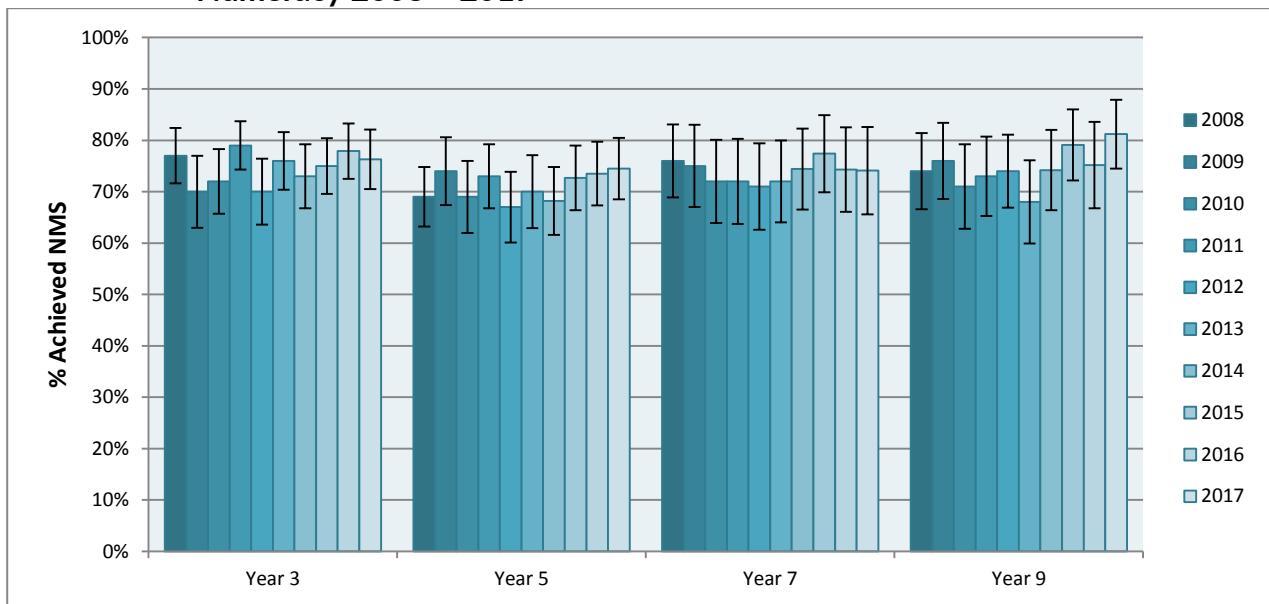
Source: Department of Education Performance and Data Management
For explanatory notes see page 14

5. Numeracy

Compared to 2016, the percentage of Aboriginal students achieving NMS in numeracy in 2017 increased for Year 5 and Year 9 and decreased for Year 3 and Year 7. There has been no significant trend of change over the ten years of NAPLAN testing for the proportion of Aboriginal students achieving NMS in numeracy for year levels 3, 5 or 7. For Year 9, the increase in the proportion of Aboriginal students achieving NMS builds on the relatively strong proportion from the previous two years. Nationally, there was also improvement in the proportion of Year 9 Aboriginal students achieving NMS.

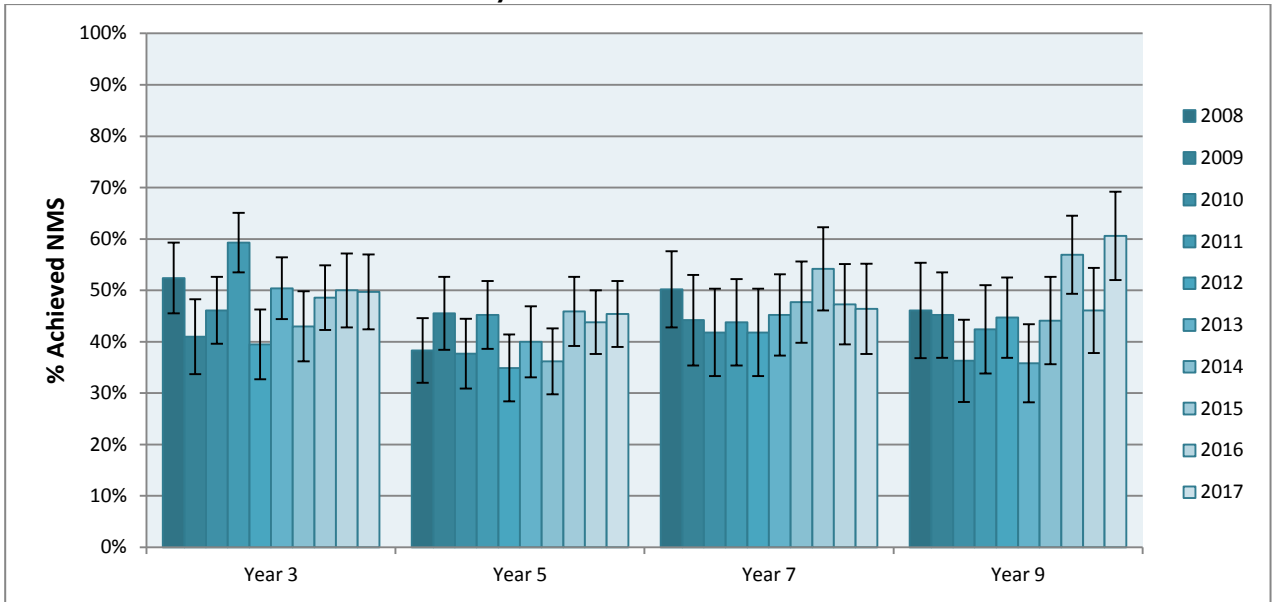
The percentage of non-Aboriginal students achieving NMS in numeracy in 2017 increased for Year 5, up 1.2 percentage points compared to 2016 and a statistically significant improvement compared to 2008. For year levels 3, 7 and 9 the proportion of non-Aboriginal students achieving NMS in numeracy in 2017 was stable with the previous year. The percentage of non-Aboriginal students in the NT achieving NMS in numeracy is close to the Australian average with the difference a percentage point or less for each year level.

Figure 5.1 Percentage of NT Students Achieving National Minimum Standard in Numeracy 2008 - 2017



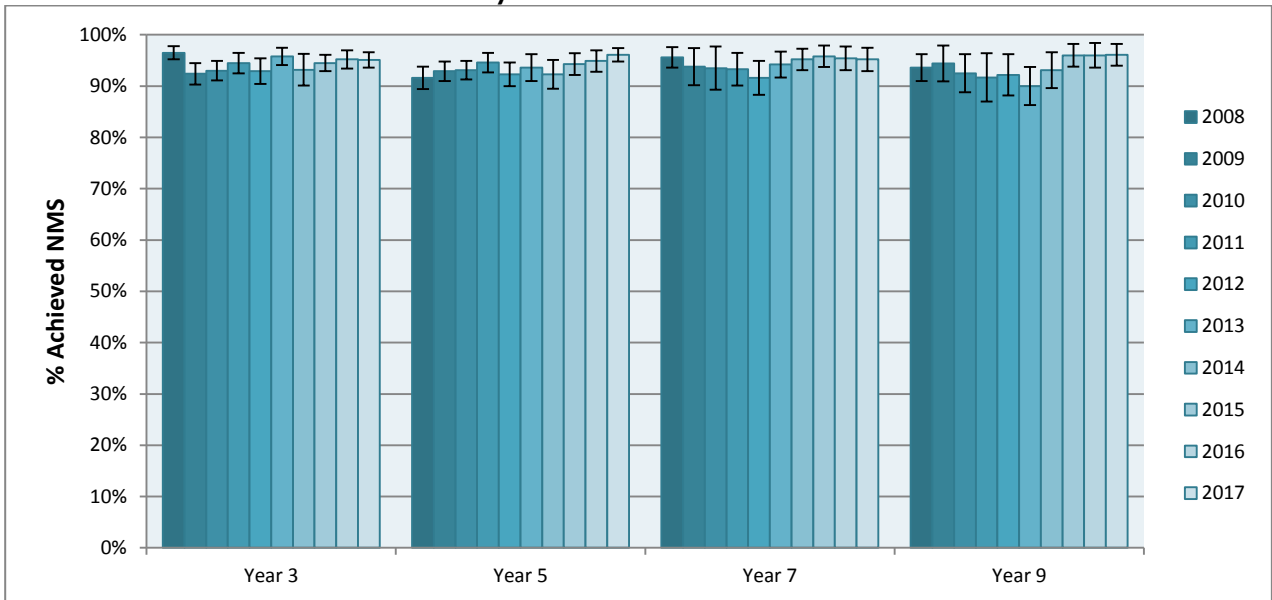
Source: Department of Education Performance and Data Management
For explanatory notes see page 14

Figure 5.2 Percentage of NT Aboriginal Students Achieving National Minimum Standard in Numeracy 2008 – 2017



Source: Department of Education Performance and Data Management
For explanatory notes see page 14

Figure 5.3 Percentage of NT Non-Aboriginal Students Achieving National Minimum Standard in Numeracy 2008 – 2017



Source: Department of Education Performance and Data Management
For explanatory notes see page 14

6. Writing

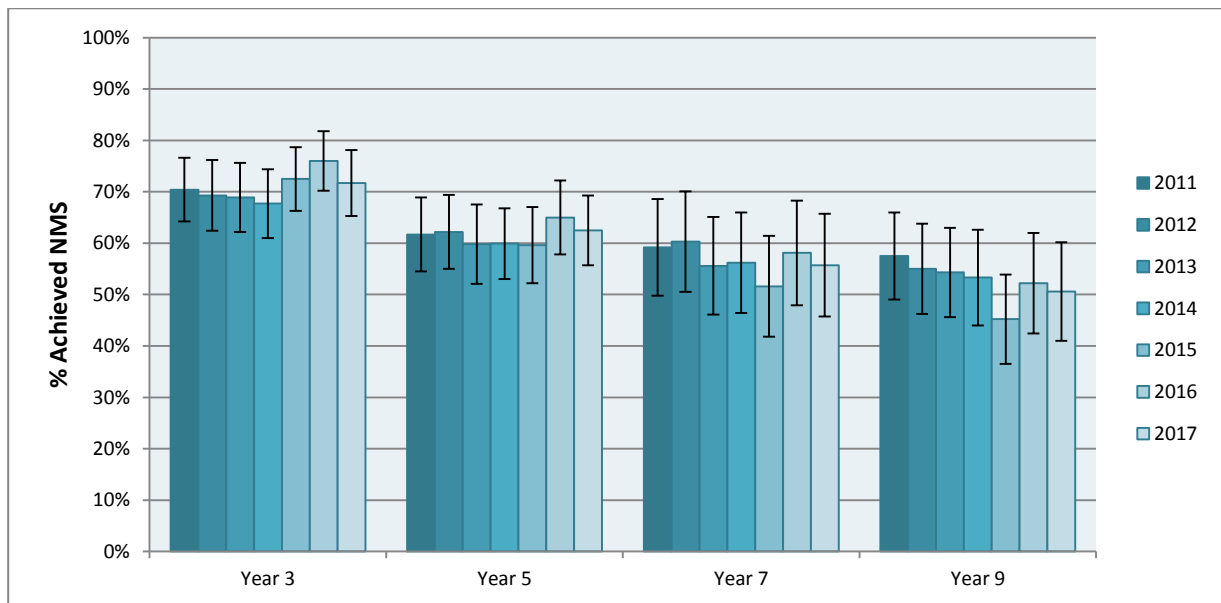
For the writing test domain there was a break in series in 2011 with a change in marking rubric and therefore writing results for the earlier years have been excluded.

The percentage of NT Aboriginal students achieving NMS in 2017 decreased for each year level over 2016 results. For Year 3 NT Aboriginal students, the achievement rate remains stable with the 2011 base year, however it is lower for year levels 5, 7 and 9. The NT proportions achieving NMS are well below the national averages for Aboriginal students across each year level.

The proportion of NT non-Aboriginal 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 Aboriginal cohort, the percentage of non-Aboriginal NT students achieving NMS in 2017 was lower than in 2016 for each year level. The percentage of non-Aboriginal students achieving NMS in 2017 for Year 3 is stable with the 2011 base year, but lower for each other year level. The NT proportions achieving NMS are four to ten percentage points below the national averages for non-Aboriginal students across each year level.

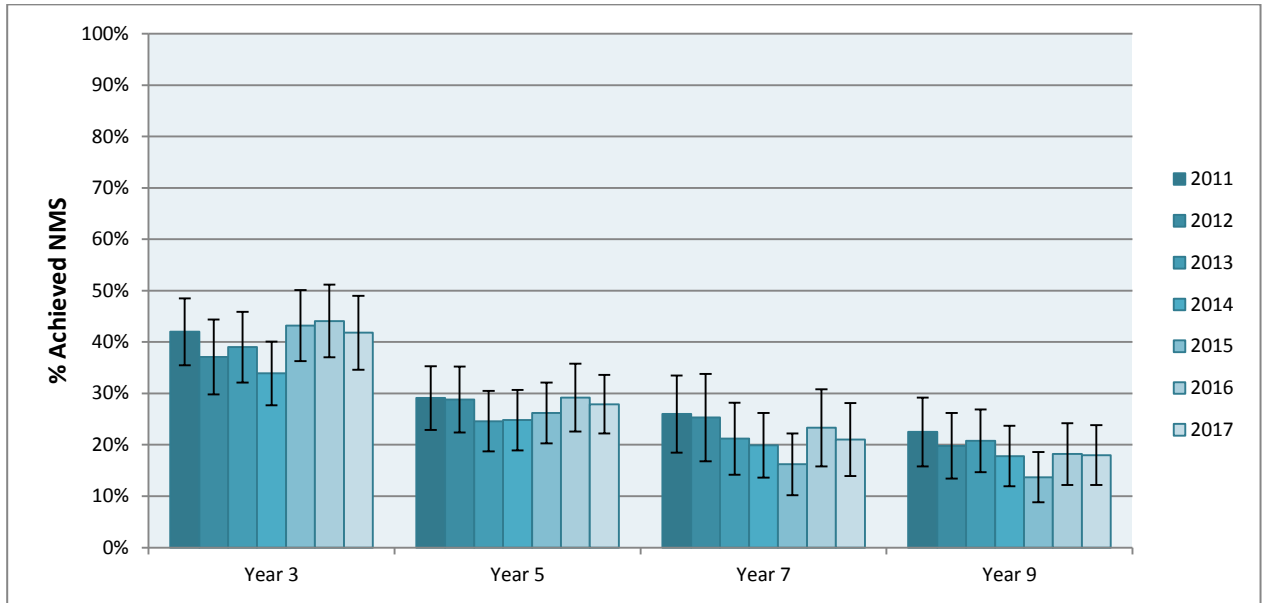
Aboriginal and non-Aboriginal students in Year 7 and Year 9 are achieving NMS in writing at lower rates than they are in numeracy and reading, both in the NT and nationally.

Figure 6.1 Percentage of NT Students Achieving National Minimum Standard in Writing 2011 - 2017



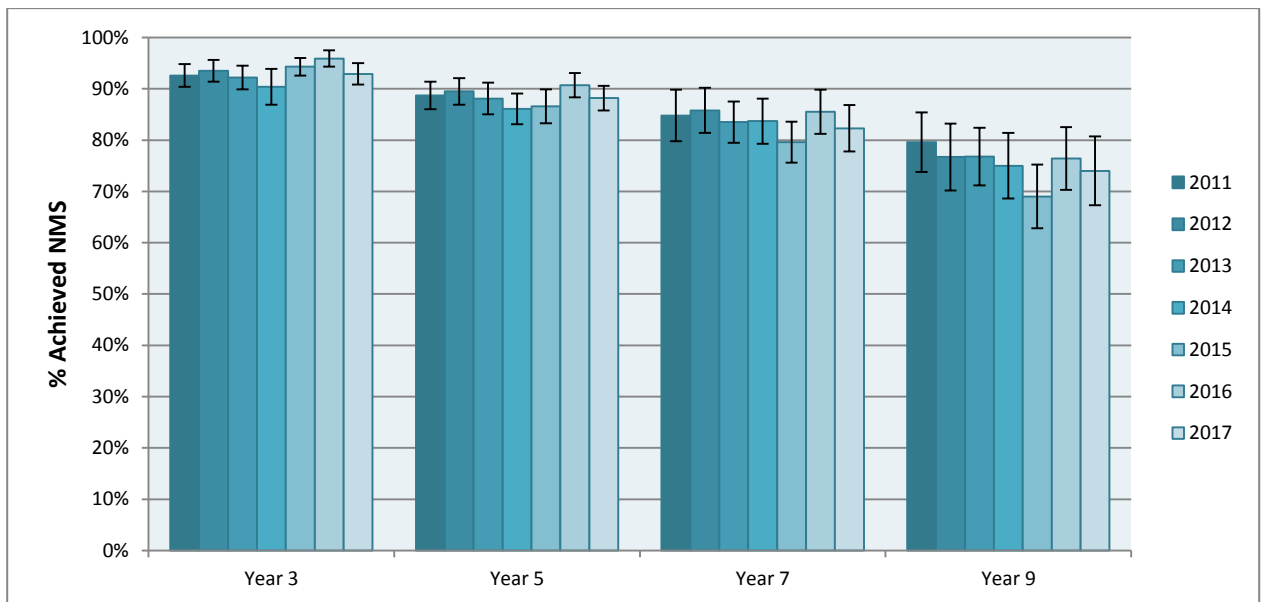
Source: Department of Education Performance and Data Management
For explanatory notes see page 14

Figure 6.2 Percentage of NT Aboriginal Students Achieving National Minimum Standard in Writing 2011 – 2017



Source: Department of Education Performance and Data Management
For explanatory notes see page 14

Figure 6.3 Percentage of NT Non-Aboriginal Students Achieving National Minimum Standard in Writing 2011 – 2017



Source: Department of Education Performance and Data Management
For explanatory notes see page 14

2017 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 NTCET, 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.

2017 Results Release

Students who completed requirements for the NTCET during 2017 received their results on 19 December 2017. The release date was coordinated with that of the SACE Board of South Australia. All students in the Northern Territory and South Australia in urban, regional and remote areas were able to access their results electronically on the same day.

A results enquiry service (RES) was available to Year 12 students and their parents from 19 December 2017 to 29 December 2017. 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.

2017 RESULTS DATA - NORTHERN TERRITORY

Caveats

- This data is valid as of 13 April 2018.
- Use of this data is subject to the protocols outlined in Memorandum of Administrative Arrangement (Data Exchange) between the SACE Board and Department of Education.

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 a grade between O (outstanding), A and E, or N (no result).

2017 Northern Territory Certificate of Education and Training Statistics

In 2017, 2237 Northern Territory students studied at least one Stage 2 subject. Of these students, 1489 students had the correct enrolment pattern to be eligible to complete their NTCET during 2017.

The Northern Territory Board of Studies issued 1433 Northern Territory Certificates of Education and Training to students in 2017.

Figure 1 Total number of NTCETs issued from 2011 to 2017

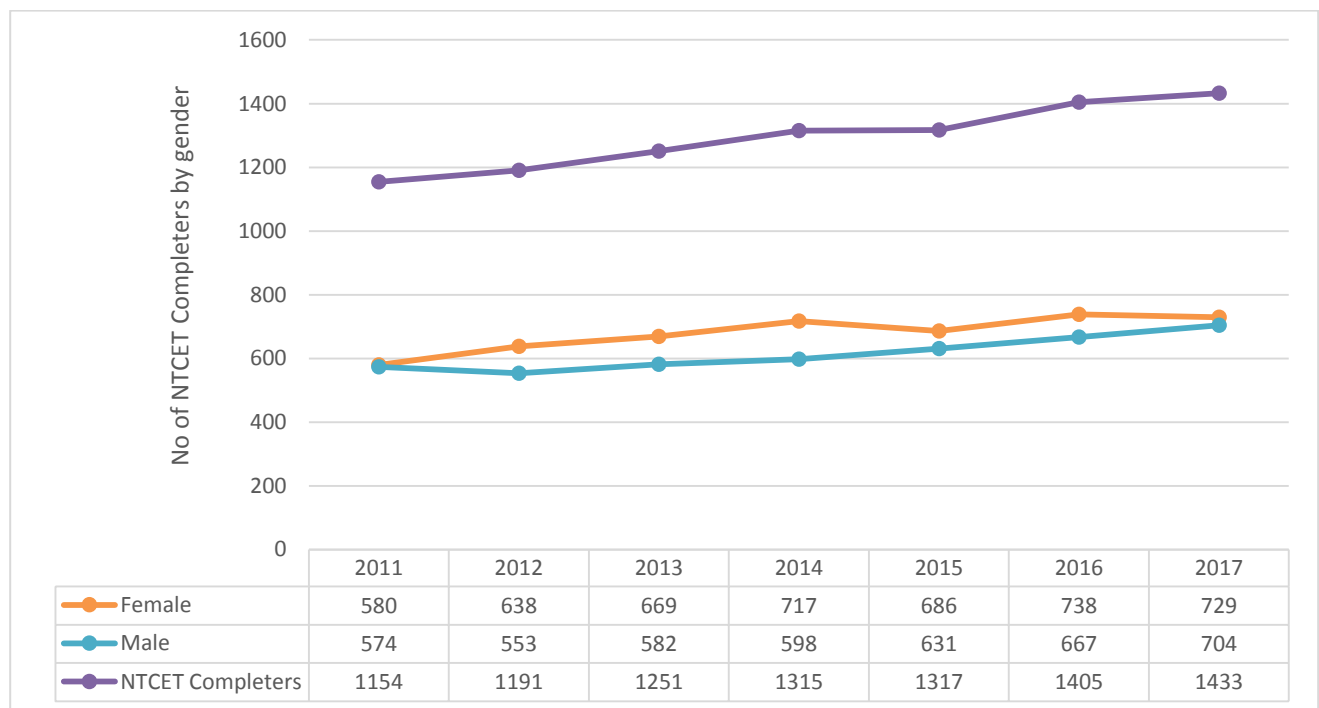


Figure 1 analysis

- 1433 students completed their NTCET
- 729 (50.9 per cent) were female
- 704 (49.1 per cent) were male

Comparison of 2016 to 2017

- Two per cent increase in NTCET completion
- One per cent decrease in females completing an NTCET
- Six per cent increase in males completing an NTCET

Figure 2 Total number of NTCETs issued to government and non-government students from 2011 to 2017

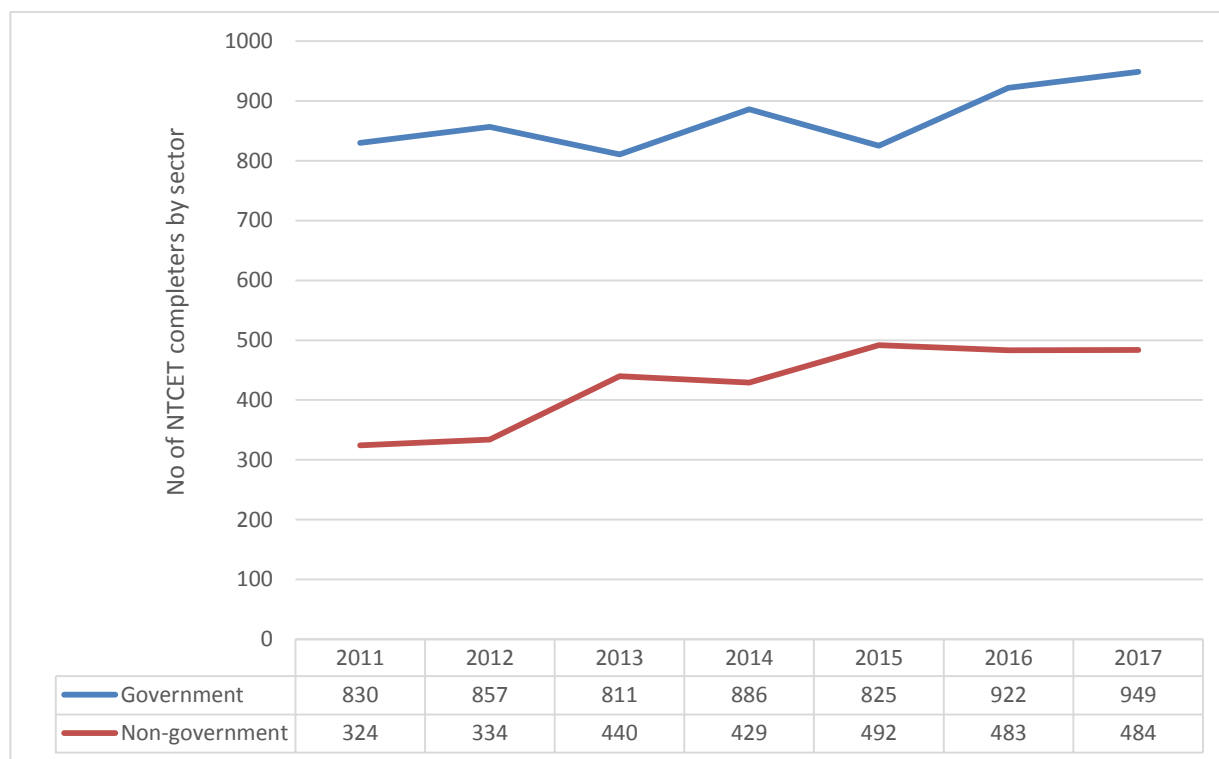


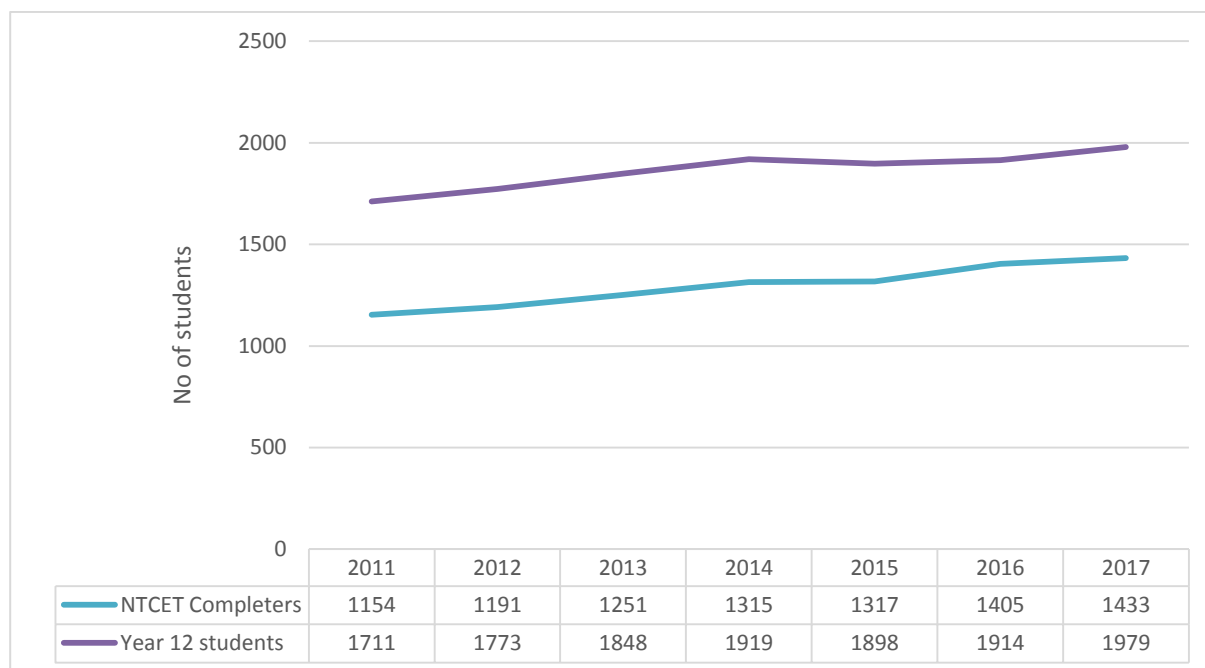
Figure 2 analysis

- 949 (66 per cent) students receiving an NTCET studied in government schools
- 484 (34 per cent) students receiving an NTCET studied in non-government schools

Comparison of 2016 to 2017

- No percentage change in students receiving an NTCET in government schools nor non-government.

Figure 3 Number of NTCET completers compared to the number of Year 12 enrolments from 2011 to 2017

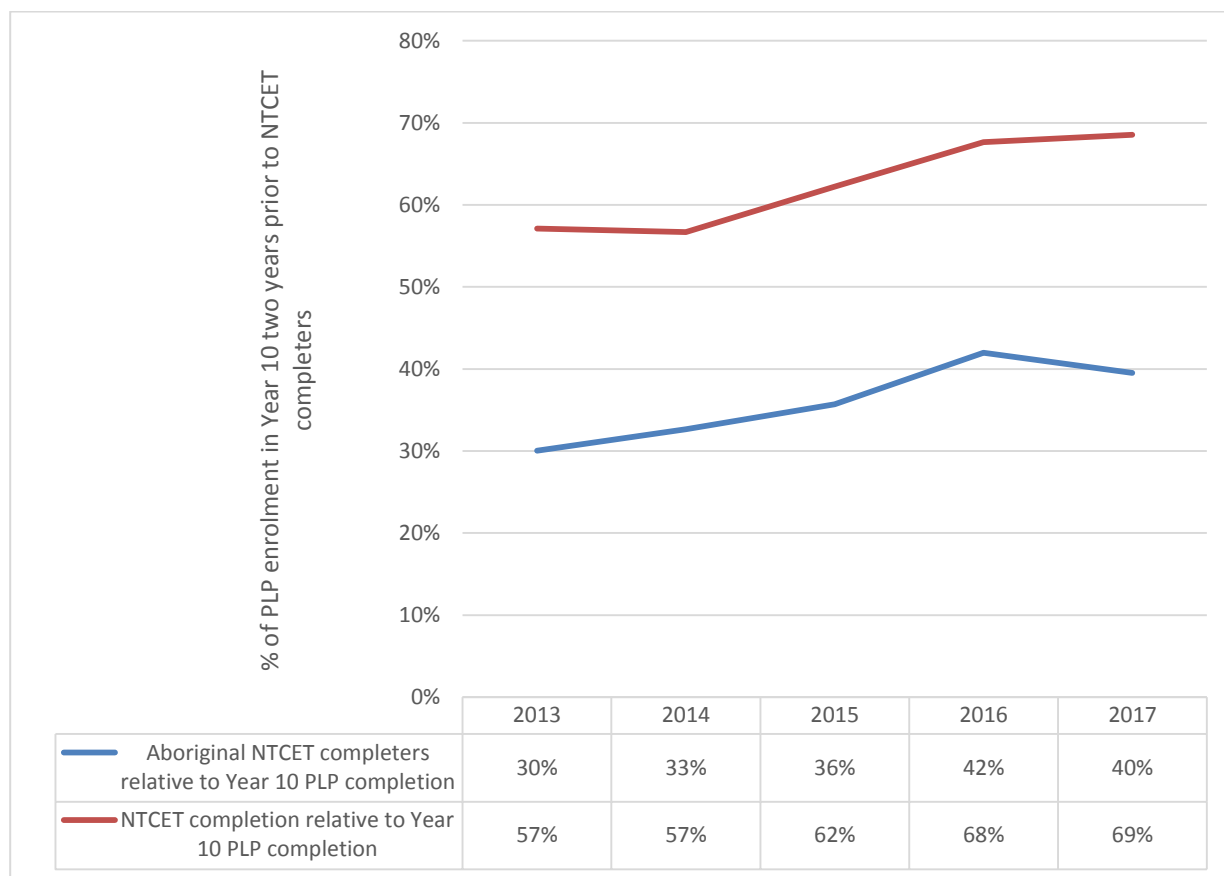


* Some data has been amended from previous years due to variances in data extraction dates.

Figure 3 shows that in 2017, approximately 72 per cent of students who were enrolled as Year 12 students were NTCET completers.

In 2016, 73 per cent of enrolled Year 12 students were NTCET completers.

Figure 4 2017 NTCET completions compared to PLP* enrolments in Year 10 two years prior



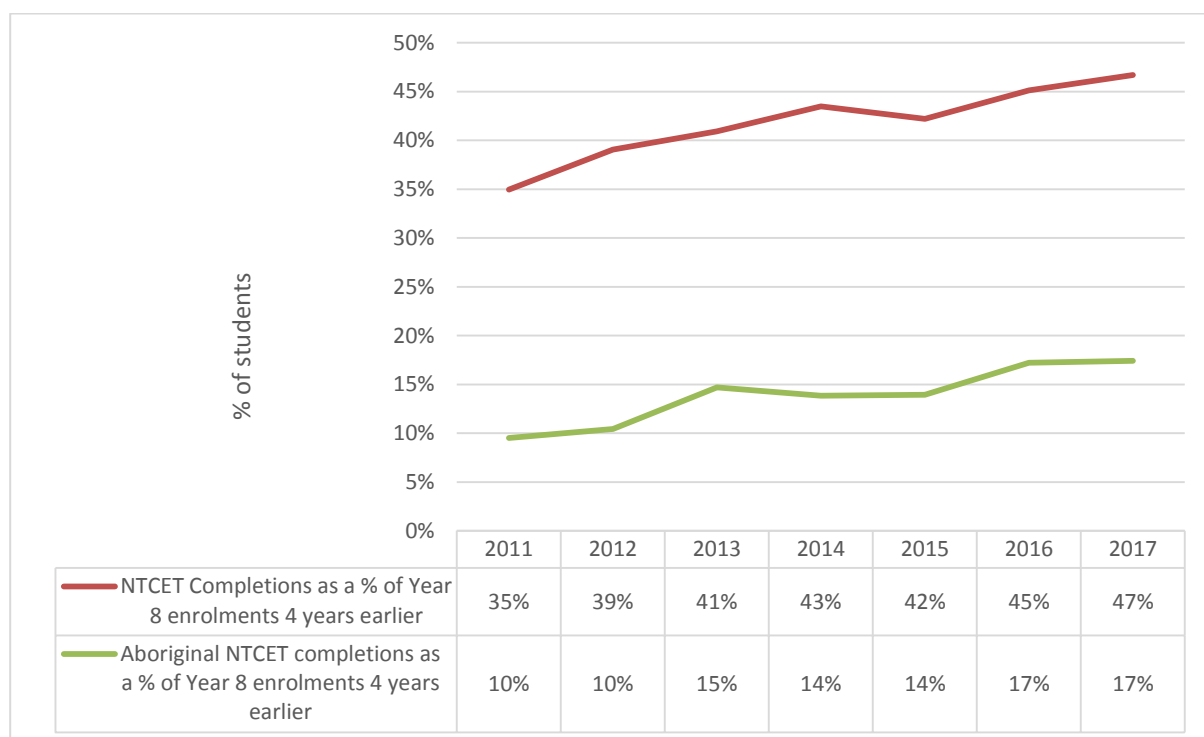
* PLP progress data report extracted by Department of Education Performance and Data Management data on 3 May 2018
 Note: figures are subject to change as some students require more than two years to complete the NTCET

Figure 4 shows the percentage of students completing their NTCET in 2017 compared to the number of students who were enrolled in Stage 1 Personal Learning Plan (PLP) in Year 10 in 2015.

Figure 4 analysis

- Shows the retention of students between Year 10 to NTCET completion has increased slightly in the past year.
- Shows the retention of Aboriginal students between Year 10 to NTCET completion has decreased slightly in the past year.

Figure 5 2017 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 NT schools can affect this data. Data presented are gathered from Department of Education Business Intelligence Centre extracted on 2 May 2018.

Figure 5 shows the percentage of students completing their NTCET in 2017 who were enrolled in Year 8 in an NT school in 2013 (four years prior).

Figure 5 analysis

- Shows the retention of students between Year 8 to NTCET completion has steadily increased from 2011.
- Shows the retention of Aboriginal students between Year 8 to NTCET completion continues to increase from 2011.

Aboriginal and Torres Strait Islander Completion

In 2017 of the 1433 students receiving their NTCET, 226 (16 per cent) identified as Aboriginal or Torres Strait Islander. The 226 students comprised 135 females and 91 males.

Figure 6 Total number of NTCETs issued to Aboriginal students by gender from 2011 to 2017

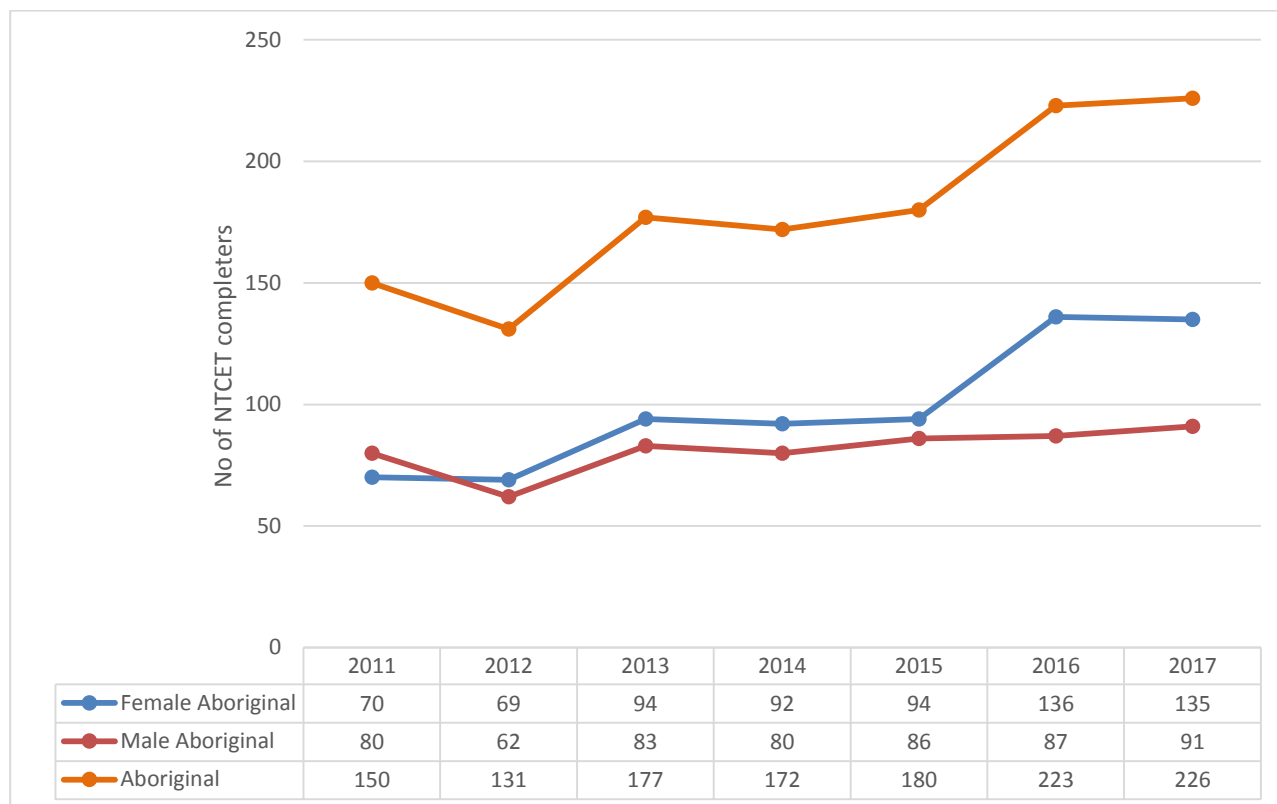


Figure 6 analysis

- 226 Aboriginal students completed NTCET
- 135 (60 per cent) were female
- 91 (40 per cent) were male

Comparison 2016 to 2017

- One per cent increase in Aboriginal students completing NTCET
- One per cent decrease in Aboriginal females completing NTCET
- Five per cent increase in Aboriginal males completing NTCET

Ten Aboriginal students achieved an NTCET studying in their own very remote community in 2017. Gunbalanya School (one); Maningrida School (seven); Shepherdson College (one) and Yirrkala School (one).

Fifteen Aboriginal students who were located in a remote community completed their NTCET through the Northern Territory School of Distance Education. One student studied at Alyangula Area School; one student at Jabiru Area School; two students at Shepherdson College; one student at Tiwi College; two students at Woolanig Homeland Christian College and eight students at Xavier Community Education Centre.

The top Aboriginal NTCET student was from Our Lady of the Sacred Heart College in Alice Springs. Casuarina Senior College had the largest numbers of Aboriginal NTCET completers (38 students).

Figure 7 Total number of NTCETs issued to Aboriginal and Torres Strait Islander students by schooling sector from 2011 to 2017

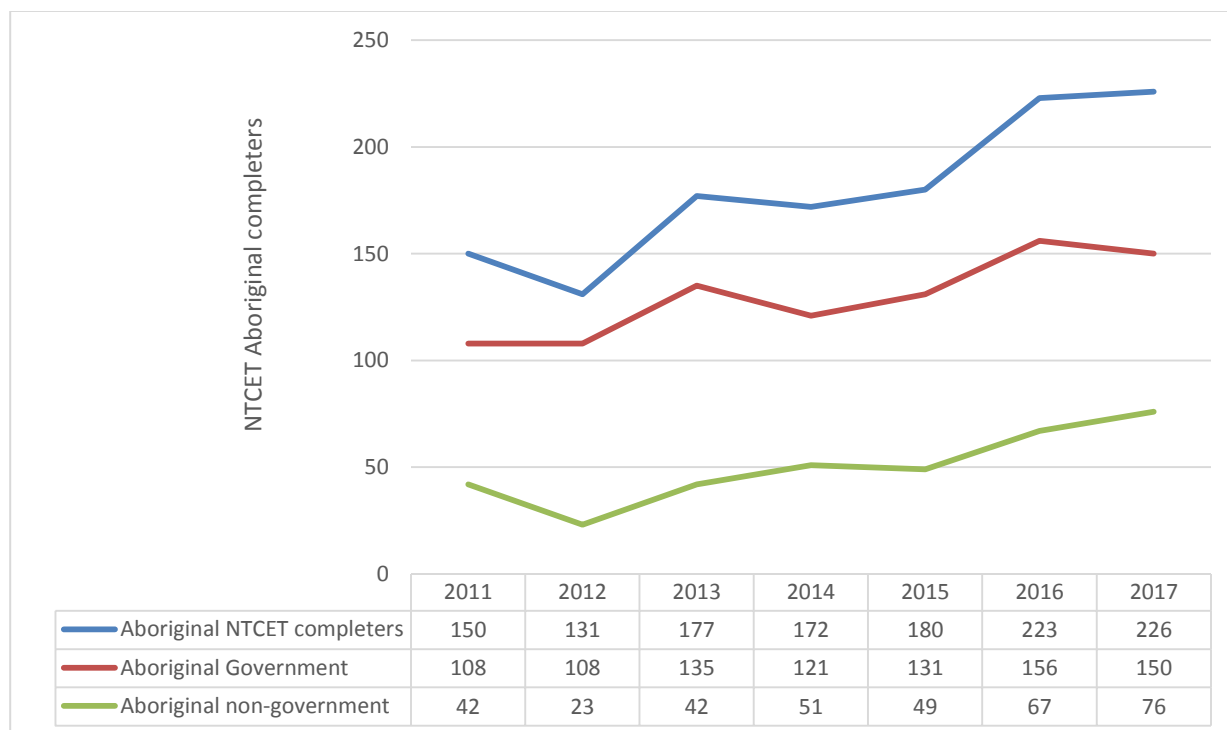


Figure 7 analysis

- 51 per cent increase in Aboriginal NTCET completions between 2011 and 2017.

Comparison of 2016 to 2017 data:

- 1.3 per cent increase in Aboriginal NTCET completions
- 3.8 per cent decrease in Aboriginal NTCET completions in government schools
- 13 per cent increase in Aboriginal NTCET completions in non-government schools.

Longitudinal Data

Table 1 Students enrolled as Year 12 compared to NTCETs issued from 2011 to 2017

Year	Total Year 12 Students*	Potential Completing Students**	Year 12 Female*	Year 12 Male*	NTCET Issued	NTCET Female	NTCET Male
2017	1979	1489	998	981	1433	729	704
	72%	96%	50%	50%		51%	49%
2016	1914	1467	989	925	1405	738	667
	73%	96%	52%	48%		53%	47%
2015	1898	1389	982	916	1317	686	631
	69%	95%	52%	48%		52%	48%
2014	1919	1388	1023	896	1315	717	598
	69%	95%	53%	47%		55%	45%
2013	1848	1361	946	902	1251	669	582
	68%	92%	51%	49%		53%	47%
2012	1773	1288	901	872	1191	638	553
	67%	92%	51%	49%		54%	46%
2011	1711	1281	826	885	1154	580	574
	67%	90%	48%	52%		50%	50%

** Potential completing students are defined as enrolled in an appropriate combination of subjects/recognised learning to gain an NTCET.

* Enrolment data based on August 2017 Age Grade Census.

Table 1 analysis

- 24 per cent increase in NTCETs issued between 2011 and 2017.
- Steady maintenance in conversion of potential completion to NTCET issued at 96 per cent.
- 26 per cent increase in NTCETs issued for females between 2011 and 2017.
- 23 per cent increase in NTCETs issued for males between 2011 and 2017.

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 84.4 to 88.3 out of 90. Of the top 20 students, seven (35 per cent) were male and thirteen (65 per cent) were female.

Eight of the top 20 students were from Darwin High School; six from The Essington School Darwin; four from St Philips College; one from Casuarina Senior College; and one from Palmerston Senior 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:

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 per cent of the subject cohort would meet this criterion).

Fifty four A+ merits were awarded to 41 students in 24 subjects from seven schools. Two students achieved A+ merits in four subjects and seven students achieved A+ merits in two subjects each.

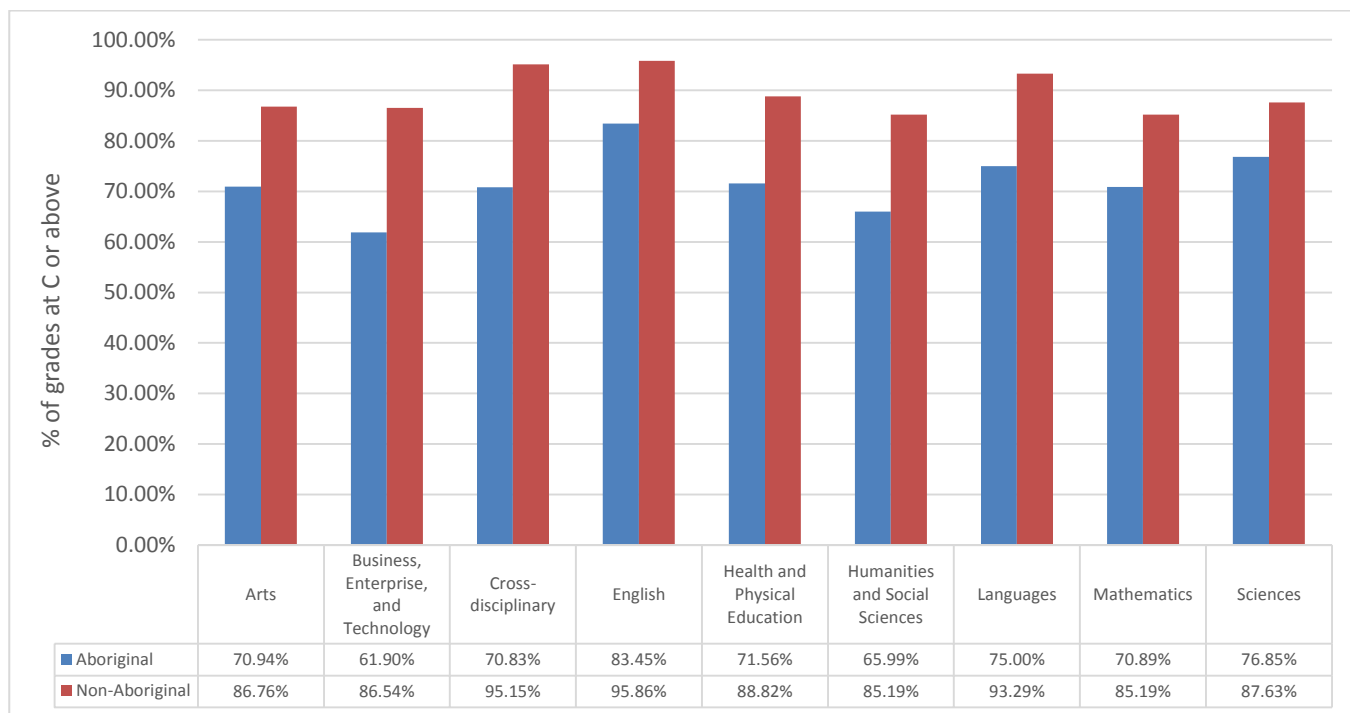


The Hon Eva Lawler MLA, Minister for Education with 2017 Top 20 NTCET awardees
Parliament House Darwin

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, 2017*



*Data extracted from PADM BIC database on 23 April 2018

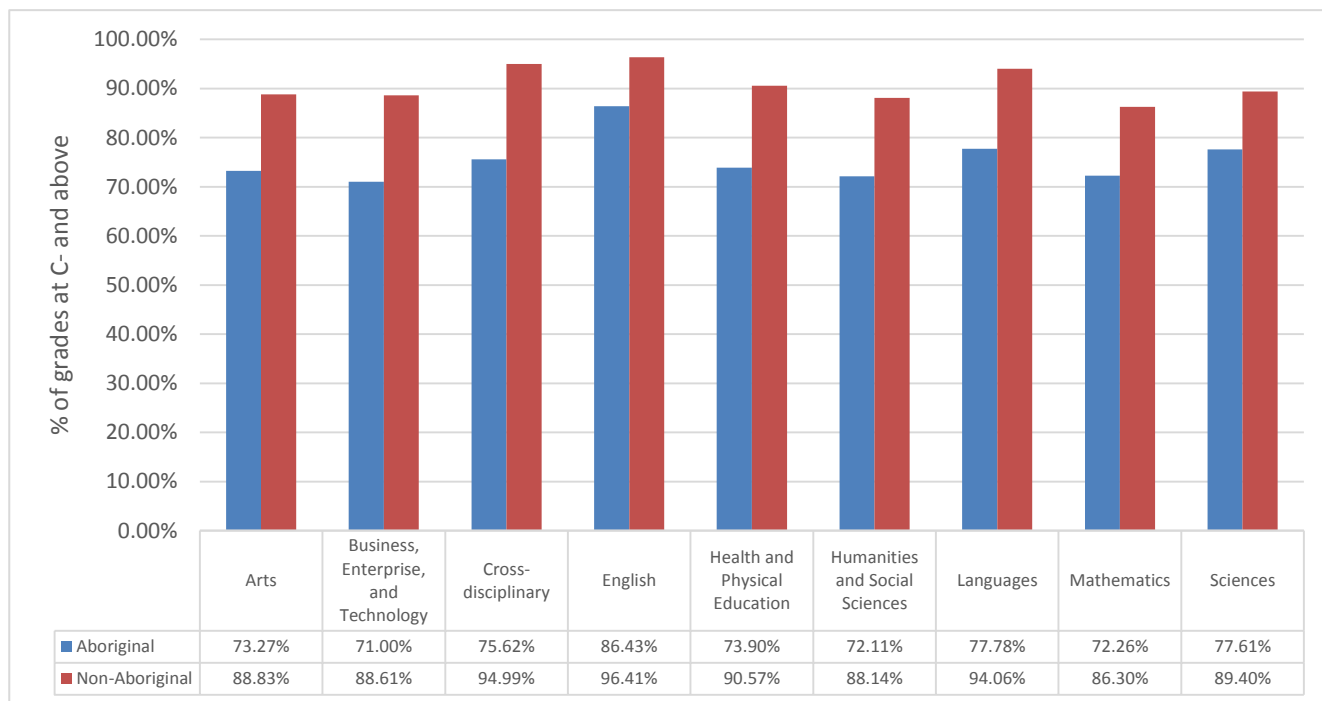
Figure 8 Analysis

- Aboriginal students obtaining a grade of C or above at Stage 1 is on average 17 per cent lower than that of non-Aboriginal students across all learning areas.
- The smaller differences in the percentage of students obtaining a grade of C or above are in English (12 per cent), mathematics (14 per cent) and the sciences (10 per cent).
- The greatest difference between Aboriginal and non-Aboriginal students obtaining a grade of C or above are in business, enterprise and technology (24 per cent) and cross-disciplinary subjects (24 per cent).
- Aboriginal students' highest performance were in English (83 per cent).
- Non-Aboriginal students' highest performance were in English (96 per cent) and cross-disciplinary subjects (95 per cent).

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, 2017*



* Data extracted from PADM BIC database on 23/4/2018

Figure 9 analysis

- Aboriginal students obtaining a grade of C- or above at Stage 2 is on average 15 per cent lower than that of non-Aboriginal students across all learning areas.
- The smaller differences in the percentage of students obtaining a grade of C- or above are in English (10 per cent) and sciences (12 per cent).
- The greatest difference between Aboriginal and non-Aboriginal students obtaining a grade of C- or above are in cross-disciplinary subjects (19.4 per cent).
- Aboriginal students' highest performance were in English (86 per cent).
- Non-Aboriginal students' highest performance were also in English (96 per cent).

Vocational education and training that contributes to the Northern Territory Certificate of Education and Training

Table 2 NTCET students and their VET completions

VET Completions	2017
Number of students who completed the NTCET with VET	631*
Number of students who completed the NTCET and wouldn't have done so without VET	364*

*2017 NTCET Completers VET Data as extracted on 13 December 2017.

Vocational education and training (VET) can be recognised at both Stage 1 and Stage 2 in the NTCET. A completed Certificate III qualification and above can be used in the calculation of a student's Australian Tertiary Admission Rank.

Forty-four per cent of students completed VET competencies and an NTCET (40 per cent in 2016). Twenty-five per cent of students used VET to complete their NTCET (23 per cent in 2016).



Show Circuit

2017 vocational education and training delivered to secondary students

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 2017, VET enrolments increased by 162 students. This is a 7.2% increase in comparison to 2016.

Notable VET programs in 2017 include:

The Pastoral Futures Program

This program runs across the Northern Territory and targets those students keen to enter the pastoral industry.

Schools involved included: Ntaria School; Centralian Senior College; Tennant Creek High School; Yirara College; 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 2017	Full Certificate	Student Enrolments*
Taminmin College	Certificate I in AgriFood	1	1
	Certificate II in Rural Operations	13	15
	Certificate III in Agriculture	7	9
Tennant Creek High School	Certificate I in AgriFood	4	5
	Certificate II in Rural Operations	0	6
	Certificate III in Agriculture	0	2
Centralian Senior College	Certificate II in Rural Operations	1	8
	Certificate III in Agriculture	0	4
Ntaria School	Certificate I in AgriFood	0	10
	Certificate II in Rural Operations	0	16
Yirara College	Certificate I in AgriFood	3	6
	Certificate II in Rural Operations	0	2
	Certificate III in Agriculture	0	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.

Middle Years Training 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	10	11
Nightcliff Middle School	17	22
Dripstone Middle School	0	13
Roseberry Middle School	6	10
Darwin Middle School	16	25
Sanderson Middle School	13	21

Maritime program

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

School	Course	Results
Shepherdson College	Recreational Boating as an engagement program	Six senior years students Four students attained the Elements of Shipboard Safety (ESS) skill set. (ESS equates to half of the Certificate I in Maritime Operations qualification)
Milingimbi	Recreational Boating as an Integrated Learning subject	Eleven senior secondary girls Eleven middle years boys Ten senior secondary boys Six students completed Elements of Shipboard Safety skill set.
Yirrkala / Yirrkala Homelands	Recreational Boating as an engagement program	Students were provided with access to essential safety and boating skills. One students from Yirrkala School attained the elements of Shipboard Safety Skill set.
Nhulunbuy	Certificate II in Maritime Operations	Six completions Nine partial completions
Casuarina Senior College	Recreational Boating as an Integrated Learning subject Certificate II in Maritime Operations	Three completions Five 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 its fourth year with twenty seven graduates to date; nineteen employed within NTPFES including two sworn auxiliary officers. In 2018, the course has expanded to include Alice Springs.

- SQUAD 1/2015: 12 students graduated in 2016
- SQUAD 2/2016: 15 students graduated in 2017
- SQUAD 3/2017: 21 students in second year of cadets program 2018
- SQUAD 4/2018: 23 students started as cadets in 2018
- SQUAD 4/2019: 15 students commenced the first Alice Springs Cadets

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 II in Conservation and Land Management	2	15
Angurugu School	Certificate II in Conservation and Land Management	0	3
Shepherdson College	Certificate I in Conservation and Land Management	0	5
Maningrida School	Certificate I in Conservation and Land Management	7	11
	Certificate II in Conservation and Land Management	0	16
Nhulunbuy High School	Certificate I in Conservation and Land Management	0	0
	Certificate II in Conservation and Land Management	0	9
Yirrkala School and Homelands	Certificate I in Conservation and Land Management	11	11
	Certificate II in Conservation and Land Management	11	20

Applied Languages

In 2017, the Alice Springs Language Centre started working in schools training a Certificate II in Applied Languages in partnership with Ripponlea Institute RTO.

Schools participating in this program in 2017 were:

School	Language
Centralian Senior College	Arrernte
Arlparra School	Alyawarr
Yuendumu School	Walpiri

Eight students from Centralian Senior College completed their Certificate II in Applied Languages in 2017 and have progressed to their Certificate III in Applied Languages in 2018.

Overall VET data 2017

Table 1: 2017 Northern Territory students' enrolled in VET

Government	Non-Government	Total
1576	763	2339

Table 2: 2017 Northern Territory students' with VET qualification completed

Qualification Level	Government	Non-Government	Total
Students who completed a Certificate I, II, III or IV qualification	679	306	985

Table 3: 2017 Northern Territory students' School-Based Apprenticeships and Traineeships

Government	Non-Government	Total
86	35	121

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

Table 4: 2017 Northern Territory students' VET Structured Work Placements

Government	Non-Government	Total
334	99	433

The total number of placements was 703; government schools 509; non-government schools 194. i.e. some students do more than one placement in a year.

In 2017, 324 businesses participated in the Structured Work Placement Program.

Appendix 1

Northern Territory Board of Studies Student Awards 2017

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 2017 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 2018.

	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	Geography award	International Association of Hydrogeologists (NT)
8	Health Education award	Australian Council for Health, Physical Education and Recreation (NT)
9	Ian MacGregor Rotary award for English Literary Studies	Rotary Club of Darwin
10	Ian MacGregor Rotary award for excellence in English	Rotary Club of Darwin
11	Iain Smith Rotary award for History	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 Aboriginal Excellence and Leadership award	Department of Education
15	Karmi Sceney Urban Aboriginal Excellence and Leadership award	Department of Education

Award list continued

	Award	Sponsor
16	Legal Studies award	Law Society Northern Territory
17	Languages award	Northern Territory Board of Studies
18	Mathematics award	Department of Treasury and Finance
19	Most Outstanding International Baccalaureate Student	Minister for Education
20	Most Outstanding Stage 2 NT Certificate of Education and Training student	Chief Minister
21	Most Outstanding Stage 2 NT Certificate of Education and Training Aboriginal student	Chief Minister
22	Most Outstanding Stage 2 NT 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 (Dennis Thomson memorial)	Australian Veterinary Association (NT Division)
29	Telstra Remote Aboriginal student award	Telstra Country Wide (NT)
30	Top Aboriginal 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

2017 Award Winners

Chief Minister's Awards	Name	School
Most Outstanding Stage 2 NT Certificate of Education and Training student	Nisangi Wijesinghe	Darwin High School
Most Outstanding Stage 2 NT Certificate of Education and Training Aboriginal student	Johvan Miles	Our Lady of the Sacred Heart Catholic College (NT)
Most Outstanding Stage 2 NT Certificate of Education and Training NT School of Distance Education student	Maverick Torr	Northern Territory School of Distance Education



Nisangi Wijesinghe, Darwin High School
The Hon Eva Lawler MLA, Minister for Education



Johvan Miles
Our Lady of the Sacred Heart Catholic College
Alice Springs

Administrators Medal awards	Name	School
Administrator's Medal Year 6	Zhuang Zhuang Sun	Larrakeyah Primary School
Administrator's Medal Year 9	Tjina Stoll	Sanderson Middle School



Zhuang Zhuang Sun and Tjina Stoll with
The Honorable Vicki O'Halloran AM Administrator of the Northern Territory

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

Name	School	University Aggregate	ATAR	Rank
Nisangi Wijesinghe	Darwin High School	88.30	99.80	1
Thomas Saji	Darwin High School	88.25	99.75	2
Sree Boddeti	The Essington School Darwin	88.20	99.75	3
Ciara Marah	The Essington School Darwin	87.10	99.40	4
Kitty Nguyen	Darwin High School	87.00	99.35	5
Anne Silva	Casuarina Senior College	86.60	99.20	6
Alessandro Spadaccini	The Essington School Darwin	86.20	99.05	7
Kai Simpson	St Philip's College Alice Springs	86.10	99.00	8
Madison La Pira	The Essington School Darwin	85.95	98.95	9
Beatrice Carter	The Essington School Darwin	85.90	98.90	10
Elizabeth Greenwood	Darwin High School	85.70	98.80	11
Tess Fitzgerald	Palmerston Senior College	85.20	98.60	12
Cassandra Savvas	Darwin High School	85.15	98.55	13
Zara Antonino	The Essington School Darwin	85.05	98.50	14
Aaron Baseley	St Philip's College Alice Springs	85.00	98.50	15
Remi Griffiths	Darwin High School	84.90	98.45	16
Jacob Moore	St Philip's College Alice Springs	84.75	98.35	17
William Radovic	St Philip's College Alice Springs	84.60	98.25	18
Treasure Aratema	Darwin High School	84.50	98.20	19
Thomas Kersemakers	Darwin High School	84.40	98.10	20



Top 20 NTCET recipients – Alice Springs

Year 12 Certificates of Merit

Name	School	Subject
Darcy Sorensen	Casuarina Senior College	Modern History
Darcy Sorensen	Casuarina Senior College	Society and Culture
Rhema Jacob	Casuarina Senior College	Research Project B
Brenna Piccoli-Auckram	Casuarina Senior College	Research Project B
Valerie Roussos	Casuarina Senior College	Research Project B
Anne Silva	Casuarina Senior College	English as an Additional Language
Nisangi Wijesinghe	Darwin High School	Chemistry
Nisangi Wijesinghe	Darwin High School	English Literary Studies
Nisangi Wijesinghe	Darwin High School	Mathematical Methods
Nisangi Wijesinghe	Darwin High School	Physics
Thomas Saji	Darwin High School	Biology
Thomas Saji	Darwin High School	Chemistry
Thomas Saji	Darwin High School	English
Thomas Saji	Darwin High School	Mathematical Methods
Thomas Kersemakers	Darwin High School	Mathematical Methods
Thomas Kersemakers	Darwin High School	Physics
Kitty Nguyen	Darwin High School	English
Kitty Nguyen	Darwin High School	Scientific Studies
Cassandra Savvas	Darwin High School	Communication Products I
Cassandra Savvas	Darwin High School	Visual Arts - Design
Treasure Aratema	Darwin High School	Scientific Studies
Yefan Chen	Darwin High School	English as an Additional Language
Lara Connor	Darwin High School	Visual Arts - Art
Isabella Di Toro	Darwin High School	Communication Products I
Charlotte Docksey	Darwin High School	Visual Arts - Art
Remi Griffiths	Darwin High School	Society and Culture
Zoe Heath	Darwin High School	Solo Performance
Alessia Lelli	Darwin High School	Women's Studies
Mitchell Northcote	Darwin High School	Indonesian (beginners)
Ryan Patay	Darwin High School	Systems and Control Products I
Eliza Pridham	Darwin High School	English Literary Studies
Alexia Spurr	Darwin High School	Visual Arts - Art
Alana Townsend	Darwin High School	English
Cindy Um	Darwin High School	Business and Enterprise
Leah Beissel	NT Christian College	Modern History
Helen Wallace	O'Loughlin Catholic College	Solo Performance
Claritha Siahaan	St John's Catholic College	Indonesian (continuers)
Aaron Baseley	St Philip's College Alice Springs	English Literary Studies
Jacob Moore	St Philip's College Alice Springs	Business and Enterprise
William Radovic	St Philip's College Alice Springs	English Literary Studies
Melissa Reeve	St Philip's College Alice Springs	General Mathematics
Kai Simpson	St Philip's College Alice Springs	Biology
Jessica Tieck	St Philip's College Alice Springs	General Mathematics
Sree Boddeti	The Essington School Darwin	Chemistry
Sree Boddeti	The Essington School Darwin	Psychology

Year 12 Certificates of Merit continued

Name	School	Subject
Ciara Marah	The Essington School Darwin	Business and Enterprise
Ciara Marah	The Essington School Darwin	Information Processing and Publishing
Alessandro Spadaccini	The Essington School Darwin	Business and Enterprise
Alessandro Spadaccini	The Essington School Darwin	Health
Jordan Eldridge	The Essington School Darwin	Health
Taylor Gwyther	The Essington School Darwin	Health
Johanna Hayes	The Essington School Darwin	English Literary Studies
Morgan Hill	The Essington School Darwin	Health
Branden Thomson	The Essington School Darwin	Health

Charles Darwin University Top Ten Australian Tertiary Admission Rank awards

Name	School
Nisangi Wijesinghe	Darwin High School
Thomas Saji	Darwin High School
Sree Boddeti	The Essington School Darwin
Ciara Marah	The Essington School Darwin
Kitty Nguyen	Darwin High School
Anne Silva	Casuarina Senior College
Alessandro Spadaccini	The Essington School Darwin
Kai Simpson	St Philip's College
Madison La Pira	The Essington School Darwin
Beatrice Carter	The Essington School Darwin



Professor Simon Maddocks Vice-Chancellor, Charles Darwin University
Darwin Top 10 Australian Tertiary Admission Rank awardees

International Baccalaureate Certificates of Merit – Kormilda College

Name	Subject
Jesse Ramsay	Grade 7 Physics Standard Level and Mathematics Standard Level
Micah Ramsay	Grade 7 Psychology Standard Level, Physics Higher Level and Mathematics Standard Level
Jordan Finn	Grade A Extended Essay in English
Benjamin Jackson	Grade 7 Physics Higher Level
Tyson West	Grade A Extended Essay Psychology, Grade A Theory of Knowledge and Grade 7 Biology Standard Level
Rachael Staunton	Grade A Extended Essay Chemistry

Sponsored awards

Award	Name	School
Australian Computer Society ICT award for Information Technology	Ciara Marah	The Essington School Darwin
Australian Council for Health, Physical Education and Recreation (NT) Health Education award	Branden Thomson	The Essington School Darwin
Australian Council for Health, Physical Education and Recreation (NT) Physical Education award	Branden Thomson	The Essington School Darwin
Australian Meteorological and Oceanographic Society Physics award	Thomas Kersemakers	Darwin High School
Australian Veterinary Association (NT) Dennis Thomson Science award	Nisangi Wijesinghe	Darwin High School
CDU Top Aboriginal Australian Tertiary Admission Rank award	Johvan Miles	Our Lady of the Sacred Heart Catholic College
Department of Trade, Business and Innovation – Business and Enterprise	Alessandro Spadaccini	The Essington School Darwin
Department of Treasury and Finance Mathematics award	Jessica Tieck	St Philip’s College Alice Springs
GTNT School-Based Apprentice award	Bradley Greenfield	Centralian Senior College
International Association of Hydrogeologists Geography award	Georgia O’Neill	St Philip’s College Alice Springs

Sponsored awards

Award	Name	School
International Baccalaureate Most Outstanding Student award <i>(two equal winners)</i>	Jesse Ramsey Micah Ramsey	Kormilda College Kormilda College
Ian MacGregor Rotary award for English Literary Studies	Aaron Baseley	St Philip's College Alice Springs
Ian MacGregor Rotary award for Excellence in English	Thomas Saji	Darwin High School
Iain Smith Rotary award for History	Darcy Sorensen	Casuarina Senior College
Languages award	Mitchell Northcote	Darwin High School
Law Society Northern Territory Legal Studies award	Jemma Fosdick	Good Shepherd Lutheran College
Karmi Sceney Aboriginal Urban Excellence and Leadership awards	Carlyle Jensen	Casuarina Senior College
Karmi Sceney Aboriginal Remote Excellence and Leadership awards	Antoninusa Kantilla	Xavier Catholic College
Mathematics Teachers Association of the NT Vic Czernezkyj Mathematics award <i>(two equal winners)</i>	Elizabeth Greenwood Kitty Nguyen	Darwin High School Darwin High School
Menzies School of Health Research Biology award	Kai Simpson	St Philip's College Alice Springs
Year 11 Vocational Education and Training award	Jayhannah Trindorfer	Centralian Senior College
Year 12 Vocational Education and Training award	Kate Gornall	O'Loughlin Catholic College
NT Music School Music award	Helen Wallace	O'Loughlin Catholic College
Royal Australian Chemical Institute Chemistry award	Thomas Saji	Darwin High School
Sally Bruyn Senior Primary School Science award	Hasoni Al-Ibrahim	Stuart Park Primary School
Telstra Remote Indigenous student award	Travis Kennell	NT School of Distance Education and Alyangula Area 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 2017 school year are listed below:

Year 12 awardees

Name	School
Thomas Saji	Darwin High School
Teale McMahon	Good Shepherd Lutheran College
Alyssa Kerr	Kormilda College
Patrick Walker	Nhulunbuy High School
Britney Cusher	NT Christian College
Maverick Torr	NT School of Distance Education
Kevin Tomy	O'Loughlin Catholic College
Alexandra Rosewarne	OLSH Catholic College - Alice Springs
Tess Fitzgerald	Palmerston Senior College
Lucia Lynch	St John's Catholic College
Aurora line	St Joseph's Catholic College
Kai Simpson	St Philip's College
Claire Wright	Tennant Creek High School
Sian Wright	Taminmin College
Sree Boddeti	The Essington School Darwin

Year 12 Indigenous awardees

Name	School
Carlyle Jensen	Casuarina Senior College
Teha Day	Centralian Senior College
Letichia Hoban	Darwin High School
Chicarnee Pickering	Good Shepherd Lutheran College
Hayley King	Kormilda College
Callum Williamson	Nhulunbuy High School
Kaleisha Ejai	NT Christian College
Travis Kennell	NT School of Distance Education
Tanisha Cubillo	O'Loughlin Catholic College
Johvan Miles	OLSH Catholic College - Alice Springs
Jacob Connop	Palmerston Senior College
Bronson Plummer	St John's Catholic College
Aime Saltmer	St Joseph's Catholic College
Yonathon Boyle	St Philip's College
Michael Spina	Tennant Creek High School
Jordan Prizibilla	Taminmin College
Ryley Park	The Essington School Darwin
Anthony Guy	Tiwi College
John Pupungamirri	Tiwi College
Warrick McGorm	Tiwi College

Year 12 International Baccalaureate awardee

Name	School
Micah Ramsay	Kormilda College

Year 12 - Personal Learning Achiever awardees

Name	School
Raemund Alegria	Casuarina Senior College
Megan Heness	Centralian Senior College
Ashley O'Neill	Darwin High School
Connor Francis	Good Shepherd Lutheran College
Niamh Monaghan	Kormilda College
Jaylin Perry-Maymuru	Nhulunbuy High School
Mitchell Stennett	NT Christian College
Benjamin Hartley	O'Loughlin Catholic College
Joemari Verceles	OLSH Catholic College Alice Springs
Luke Purtill	Palmerston Senior College
Kahl Buckley	St Joseph's Catholic College
Sophie Goldsworthy	St Philip's College
Jack Thomas	Tennant Creek High School
Aiden Gill	Taminmin College
Jordin Siebert	The Essington School Darwin

Year 9 awardees

Name	School
Ella Naujok	Alyangula Area School
Lucy Adams	Araluen Christian College
Kaitlyn Dwyer	Batchelor Area School
Jacquita Selems	Centralian Middle School
Andrew Savvas	Darwin Middle School
Laura Chapman	Dripstone Middle School
Aaron Lee	Dripstone Middle School
Ellen Archibald	Good Shepherd Lutheran College
Nirvana-Rose Lockwood	Katherine School of the Air
Tippipon Morgan	Kormilda College
Hannah Kwon	Marrara Christian College
Hannah Fourie	Nhulunbuy Christian College
Jolie Ross	Nhulunbuy High School
Shawn Bett	OLSH Catholic College Alice Springs
Emily Kerwin	O'Loughlin Catholic College
Benjamin Thickbroom	Palmerston Christian School
Tan Thai	Sanderson Middle School
Daxton Fabian	Sattler Christian College
Charlotte Brennan	St Joseph's Catholic College
Renz Tabangay	St Johns College
Liana Graham	St Philip's College
Samuel Holmes	St Philip's College
Otto Blum	The Essington School Darwin
Lachlan Dunemann	Tennant Creek High School

Year 6 awardees

Name	School
Katherine Donald	Adelaide River Primary School
Zak Keightley	Alawa Primary School
Hanna Goodyear	Alice Springs School of the Air
Lily Moore	Alyangula Area School
Senaru Herath Mudiyansele	Anula Primary School
Elise Phillis	Araluen Christian College
Molly Hodgkin	Bakewell Primary School
Brianna Aird	Batchelor Area School
Noah McLean	Bees Creek Primary School
Indigo Keaney	Bradshaw Primary School
Isobel Salter	Braitling Primary School
Brooke Rapley	Casuarina Street Primary School
Cailyn Bennett	Driver Primary School
Thomas Allen	Durack School
Grace Rooney	Girraween Primary School
Mali Mancer	Good Shepherd Lutheran College
Jennifer Keightley	Gray Primary School
Geoff Edwin	Holy Family Catholic School
Trinity Bourke	Holy Spirit Catholic Primary School
Isabella Grant	Howard Springs Primary School
Luke Hilton	Humpty Doo Primary School
Louisa Graham	Jingili Primary School
Alexis Brazanga	Katherine South Primary School
Lilla McIntyre	Katherine School of the Air
Connor Barram	Kormilda College
Ahnika Lennie	Larapinta Primary School
Martin Feng	Leanyer Primary School
Jasmine Forsyth	Malak Primary School
Kaikon Koting	Manunda Terrace Primary School
Anne Asis	Marrara Christian College
Oahn Ngo	Middle Point School
Hiep Ngo	Middle Point School
Finella Wells	Millner Primary School
Luke Tennant	Moil Primary School
Sania Sabu	Nakara Primary School
Jackson Carr	Nhulunbuy Primary School
Matthew Winter	Nhulunbuy Primary School
Charli Campbell	Nhulunbuy Christian College
Sidhak Dhingra	OLSH Catholic College, Alice Springs
Miguel Magabo	Palmerston Christian School
Jamie Rowley	Rosebery Primary School
Baxter Donohoe	Ross Park Primary School
Caedyn Taylor	Sacred Heart Catholic Primary School
Lucy Brown	Sadadeen Primary School
Mackenzie Brooks	Sattler Christian College
Holly Edwards	St Francis of Assisi Catholic Primary School
Ben Rowe	St Francis of Assisi Catholic Primary School
Summer Lowe	St Joseph's Catholic College Katherine

Year 6 awardees continued

Name	School
Ripley Steer	St Mary's Catholic Primary School
Hartley Villaceran	St Paul's Catholic Primary School
Hasoni Al-Ibrahim	Stuart Park Primary School
Lily Bree	Stuart Park Primary School
Joshua Ondeyo	Tennant Creek Primary School
Mae Cowan	The Essington School Darwin
Ciara Pepperill	Ti Tree School
Keszia Fernandez	Wagaman Primary School
Keiko Combe	Wulagi Primary School
Jade Palmer	Wanguri Primary School
Maria Yang	Yulara School
Sara Mahmood	Yulara School

SACE SUBJECTS

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

Stage 1 Subjects for 2017

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
Legal Studies
Media Studies
Modern History
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)
Korean (beginners)
Korean (continuers)
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 (continuers)
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
Biology
Chemistry
Earth and Environmental Science
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 2017

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
English as an Additional Language
English Literary Studies
English: Modified
Essential English

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)
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

Essential Mathematics
General Mathematics
Mathematical Methods
Mathematics: Modified
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 2017 Northern Territory Board of Studies student awards.

