

Northern Territory Board of Studies Annual Report 2019



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10 September 2020

The Hon Lauren Moss MLA
Minister for Education
Parliament House
DARWIN NT 0800

Dear Minister

I am pleased to present the Northern Territory Board of Studies Annual Report for the year ending 31 December 2019.

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 2015*.

Yours sincerely



Ralph Wiese
Chair



Darwin awardees
Parliament House

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Report from the Chair

This report covers the 2019 calendar year and is the fourth annual report of the Northern Territory Board of Studies (NTBOS) since changes were made to the *Education Act* in 2015.

NTBOS is an independent authority consisting of 11 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 of the Northern Territory; and four expert members nominated by the Minister for Education.

NTBOS has provided advice to the Minister for Education and the Chief Executive of the Department of Education about curriculum, assessment, reporting and certification for all government and non-government schools. NTBOS also works with other authorities on education matters, issues certificates of educational attainment and maintains records of student achievement.

The NTBOS Strategic Plan 2017-20 guides the board's directions and goals.

The board has been actively considering the many national initiatives of the last 12 months and relating these to our Territory perspective. These include the Australian Curriculum, Assessment and Reporting Authority; the Australasian Curriculum, Assessment and Certification Authorities; the National Assessment Program – Literacy and Numeracy; the Northern Territory Certificate of Education and Training; and vocational education and training.

The United Nations declared 2019 the International Year of Indigenous Languages. Board members worked closely with the Department of Education to help support and promote the use of Indigenous languages in Northern Territory schools.

NTBOS contributed to the response provided by the Department of Education to the Review of Senior Secondary Pathways into Work, Further Education and Training and monitored the implementation of the Science, Technology, Engineering and Mathematics (STEM) school matrices into Northern Territory schools.

This is my seventh year as chair of the board and I once again had the opportunity to attend school and board award functions and ceremonies. These events showcased the excellent achievements of 2019 Northern Territory students and acknowledged the educators, schools and families who helped them excel.

On behalf of the board, I extend my appreciation and special thank you to the former Chief Executive, Department of Education, Ms Vicki Baylis for providing the board with her skills, experience and expert advice. Ms Baylis retired in February 2020, with her last official engagement being to help celebrate the outstanding achievements of 2019 graduating students at NTBOS award ceremonies.

I also wish to thank those officers in the Department of Education who have supported the work of the board throughout 2019. And finally, thank you to my colleagues on the board. Your commitment to improving learning outcomes in the Territory during 2019 has been invaluable.



Ralph Wiese
Chair

12 August 2020

Functions of the Board

The board has the following functions:

- (a) to provide advice to the Minister for Education and the Chief Executive of the Department of Education 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 for Education 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 subject 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 share 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 completes their schooling 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 Indigenous); 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. All six expert members must have expertise in prescribed fields.

Board member profiles as at December 2019

Ralph Wiese

Chair and expert member

Term of Office: 1 July 2019 to 30 June 2022



Mr 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 skill and experience to the position. Mr Wiese's formal qualifications include a Bachelor of Science, Bachelor of Commerce and Diploma of Teaching (Secondary).

Leanne Nixon

Department of Education nominee

Term of Office: 11 June 2019 to 30 December 2020



Ms Nixon holds the position of Deputy Chief Executive Education NT with the Department of Education. During her 32-year career, Ms Nixon has held a number of positions in the education sector, including teacher, senior teacher, principal, Executive Director School Autonomy and Improvement, Assistant Director-General State Schools-Performance and Acting Deputy Director-General State Schools. Ms Nixon has held positions as a member on the Australian Curriculum, Assessment and Reporting Authority Board 2018 and Queensland Curriculum and Assessment Authority Board 2016-18.

Mark Monaghan

Employer representative

Term of Office: 1 July 2019 to 30 June 2022



Mr Monaghan currently holds the position of NT Manager Pritchard Francis, a civil and structural engineering company. Prior to this appointment, he was General Manager of Engineers Australia and continues to support engineering and community development of STEM as the Chair of Inspiring NT.

Mr Monaghan moved to the Territory 20 years ago and has significant experience as an educator across remote Indigenous communities on the Tiwi Islands, East Arnhem and the Roper Shire. He has strong Indigenous links through his children and partner and is passionate about inspiring communities to shape their future and leave a sustainable legacy for future generations.

Rachel Boyce

Expert member

Term of Office: 1 July 2019 to 30 June 2022



Ms Boyce is the Principal of Good Shepherd Lutheran School in Darwin. Ms Boyce 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 in which she has worked, in both curriculum coordination and pastoral care of students.

Her passion in education is for students to experience challenging and contextual learning, supported by quality educational programs and with a strong emphasis on student wellbeing. Her formal qualifications include a Bachelor of Education, Masters of Education and a Graduate Diploma in Theology.

Mary Ellen Venes

Teacher representative

Term of Office: 1 July 2019 to 30 June 2022



Ms Venes holds the position of classroom teacher at Taminmin College. Ms Venes commenced her teaching career in the Northern Territory in 1991 and has worked in remote locations as well as urban and rural areas. She has experienced firsthand the challenges that many teachers face when working in the education system in the Territory.

Ms Venes is a member of the Home Economics Association of Australia NT Branch, an accredited lead teacher, a member of the Initial Teacher Education Committee and is a South Australian Certificate of Education (SACE) moderator and marker.

Annette Gillanders

Expert member

Term of Office: 31 December 2017 to 30 December 2020



Mrs Gillanders is the Managing Director, Biznorth Pty Ltd. As Managing Director she has many roles which include coaching, consulting, teaching, assessing, course development and design. Mrs Gillanders holds a Bachelor of Adult Education and Certificate IV in Training and Assessment.

Mrs Gillanders was appointed as Deputy Chair of the NT Training Commission, is a Justice of the Peace, a past winner of Adult Educator of the Year and a Telstra Business Woman of the Year.

Charles Richardson

Expert member

Term of Office: 30 December 2017 to 20 December 2020



Mr Richardson is the Public Officer on the Northern Territory Council of Government School Organisations Executive team and was a university lecturer in the Northern Territory from 1985 to 2005. He has a Diploma in Information Technology from Charles Darwin University, is a member of the Australian Computer Society and, with a passion for physics and science, professionally and actively, promotes the uptake of appropriate emergent technologies in the education sector. Mr Richardson has sought to demonstrate how equitably distributed bandwidth technology and training (mainly the vocational education and training sector) might serve to further the educational opportunities and aspirations for and of

Indigenous students.

Jacqueline Langdon

Catholic Education Office NT nominee

Term of Office: 20 September 2019 to 30 December 2020



Mrs Jacqueline Langdon was born and raised in Darwin and is married with two children. Mrs Langdon commenced her career working for Catholic Education NT in 1985 working for three primary schools within the system. In 1999 she was seconded to the School of Health and Physical Education in the Department of Education. Leadership positions held include Deputy Principal of Holy Family Catholic School, Education Officer School Improvement and Renewal and Principal St Mary's Catholic Primary School. Mrs Langdon currently holds the position of Deputy Director Teaching and Learning, Catholic Education NT. Some positions she has held include Chairperson and Deputy Chairperson of the NT

Catholic Principals' Association, NT representative of the Australian Catholic Primary Principals' Association and representation on the NT Catholic Education Council. Her formal educational qualifications include a Bachelor of Education, Masters in Educational Leadership, Executive Coaching Accreditation and a Graduate Certificate in Religious Education.

Tabitha Fudge

Parent representative

Term of Office: 31 December 2017 to 30 December 2020



Mrs Fudge is the parent of two children attending primary and secondary schools and is a member of the governing bodies of both schools. Mrs Fudge was recently re-elected for a third year as President of the Northern Territory Council of Government School Organisations. Prior to being elected President, she was Treasurer and also regional Vice Chair. She has also been the Northern Territory Director (2017) of the Australian Council of State Schools Organisation.

Cheryl Salter

Association of Independent Schools of the NT nominee

Term of Office: 30 December 2017 to 30 December 2020



Ms 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 Australian Government representatives and their agencies, representing and advocating for independent schools. She provides services and guidance to 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.

Pauline Schober

Indigenous representative

Term of Office: 1 July 2019 to 30 June 2022



Mrs Schober has been an active and contributing member of the Northern Territory Board of Studies since 2011. As the member representing Aboriginal and Torres Strait Island peoples she strongly advocated for the development and implementation of the Northern Territory Indigenous Languages and Cultures curriculum. Mrs Schober is committed to ensuring an inclusive, relevant and accessible education for all. As a qualified teacher and valued community leader, Mrs Schober has been actively involved developing Indigenous teachers, an area that she is passionate about. Her teaching experience extends to working at all levels in

education including the early years, primary, secondary, senior secondary, and guest lecturing at Charles Darwin University. Mrs Schober holds a Master of Education and a Bachelor of Business.

Matters and reports considered by the board in 2019

- Analysis of 2019 National Assessment Program - Literacy and Numeracy (NAPLAN) results
- Analysis of 2019 Northern Territory Certificate of Education and Training (NTCET) results
- Australasian Curriculum, Assessment and Certification Authorities (ACACA)
- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Indigenous languages and cultures
- Indigenous education
- Literacy and numeracy
- NAPLAN Online
- Northern Territory Science, Technology, Engineering and Mathematics (STEM)
- National issues and initiatives
- Northern Territory Certificate of Education and Training
- Northern Territory languages
- 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)

2019 Meeting Dates

8 March 2019

31 May 2019

16 August 2019

8 November 2019

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 NAPLAN assessments have been transitioning from paper-based to online tests nationally, and in 2019 32 NT schools transitioned to the online format. Detailed analysis and adjustment is made to ensure test results are comparable - independent of the test mode.

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. With the transition to online assessment the RAAD tool will no longer be available and alternative value-add products are being developed.

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, current writing results should not be compared to years prior to 2011 due to a change in rubric. Writing results from 2011 to 2019 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 2019 NAPLAN National Report contains additional information about whether changes from 2008 to 2019 are significant. Confidence intervals have also

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

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. Aboriginal 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 Aboriginal proportion.

The NT has an Aboriginal student cohort that is approximately 40 per cent 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.

Executive Summary

Performance

There has been improvement in Year 3 reading for the NT, with both the levels achieved and proportion meeting NMS significantly higher in 2019 than the 2008 base year. Similar improvement occurred nationally, where additionally there were also significant improvements in the proportion of students meeting NMS for Year 3 numeracy; Year 5 reading and numeracy; and Year 9 numeracy.

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 non-Aboriginal student achievement was more comparable with non-Aboriginal students across Australia than Aboriginal cohort results. The strongest NT non-Aboriginal result, in Year 9 numeracy, had 96 per cent NMS achievement, which was one percentage point lower than the national level. The lowest achievement rate of 72 per cent for non-Aboriginal students was in Year 9 writing (12 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 four percentage points lower.

NT Aboriginal students had significantly lower achievement than Aboriginal students nationally. The strongest NT Aboriginal result, in Year 9 numeracy with 57 per cent achieving NMS, is 27 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 53 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 38 percentage points lower. NT Aboriginal achievement is also lower than Aboriginal achievement nationally when compared by geolocation. The average difference in achievement was 12 percentage points for outer regional, 17 percentage points for remote and 16 percentage points for very remote students in the NT compared with national results for Aboriginal students.

The proportion of Aboriginal students in very remote NT schools achieving NMS ranged from four to 42 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 43 per cent, and outer regional NT schools with an average of 64 per cent.

Achievement rates for Aboriginal students in remote schools in the NT ranged from 24 to 64 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 77 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 65 to 97 per cent across all assessment domains and year levels.

Participation

In 2019 participation rates for NT students across all year levels and test domains ranged from 74 to 87 per cent compared to 89 to 96 per cent nationally.

The highest NT average participation rates were in Year 5, with 86 per cent average participation rate across test domains. Year 9 students had the lowest average participation rate across domains at 77 per cent for the NT. This was 14 percentage points lower than the Australian average Year 9 rate.

The NT 2019 participation rate for Aboriginal students across year levels and domains decreased by an average of 3 percentage points from 2018 levels. Year 9 Aboriginal students recorded the lowest participation rate, with an average participation rate of 55 per cent across domains. Year 5 Aboriginal students recorded the highest participation rate across domains with an average participation of 75 per cent in 2019. A decline in participation for Aboriginal students compared to 2018 occurred at each year level.

The NT participation rates for non-Aboriginal students in 2019 were marginally higher for the Year 5 and Year 9 cohorts and marginally lower for the Year 3 and Year 7 students compared to 2018. Overall the difference in participation for non-Aboriginal students across year levels and domains, in 2019 compared to 2018, was negligible (within 0.1 percentage point). Non-Aboriginal participation across year levels and test domains ranged from 93 to 96 per cent in 2019 and was similar to national levels.

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.

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 at or above the NMS are calculated as a percentage of the total student cohort. To facilitate this, the data includes statistically imputed results for absent and withdrawn students. Therefore the reported rates represent the full NAPLAN student cohort.

Students not stating their Indigenous status are excluded from the data that is presented by Indigenous status, but are included in the overall figures.

Participation

National and NT student participation in NAPLAN

National participation rates increased marginally from 2018 to 2019 for Year 3, remained the same for Year 5 and Year 7, and decreased for Year 9; there was no change in the average participation across all year levels at 94 per cent.

NT participation decreased in 2019 compared to 2018 across all year levels and test domains by 2.0 percentage points (approximately 260 students). NT participation decreased most strongly for Year 3, with an average decrease of 2.5 percentage points across test domains. Year 5 NT students had the highest participation rate at 86 per cent across test domains. Table 1 shows the participation rates for reading, numeracy and writing in the NT from 2008 to 2019.

Table 1. NT NAPLAN Participation Rates 2008 – 2019

Domain	Year Level	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Reading	Year 3	83%	94%	88%	88%	88%	87%	88%	88%	90%	88%	86%	84%
	Year 5	85%	96%	90%	89%	89%	87%	90%	87%	90%	89%	88%	86%
	Year 7	80%	93%	89%	87%	87%	85%	88%	84%	87%	85%	85%	83%
	Year 9	80%	88%	84%	86%	84%	81%	85%	77%	81%	78%	78%	76%
Numeracy	Year 3	83%	92%	88%	87%	86%	86%	89%	87%	89%	87%	85%	82%
	Year 5	85%	95%	88%	88%	87%	86%	88%	86%	89%	87%	86%	84%
	Year 7	81%	93%	90%	87%	86%	85%	87%	85%	84%	84%	84%	82%
	Year 9	79%	88%	83%	85%	83%	80%	84%	76%	80%	77%	75%	74%
Writing	Year 3	82%	95%	89%	89%	89%	88%	89%	89%	91%	89%	87%	85%
	Year 5	84%	96%	90%	89%	89%	88%	90%	88%	90%	89%	89%	87%
	Year 7	79%	94%	90%	89%	88%	87%	89%	86%	85%	86%	86%	84%
	Year 9	79%	90%	84%	87%	85%	81%	85%	78%	83%	80%	79%	78%

Source: DoE Performance and Data
For explanatory notes see page 12

Overall Achievement

Overall achievement of NT and Australian students

For reading and numeracy test domains, there were statistically significant improvements in 2019 compared to the 2008 base year achievement levels for:

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

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.

Table 2. Reading and Numeracy 2019 mean scale score and proportion of students at or above National Minimum Standard including 2008 to 2019 score change¹

Test Domain	Year Level	2019 Mean Scale Score and Change on 2008		2019 Per cent of Students At or Above National Minimum Standard and Change on 2008	
		NT	Aust	NT	Aust
Reading	3	350 43	432 32	73 10	96 4
	5	427 22	506 22	68 6	95 4
	7	480 12	546 10	70 3	95 0
	9	511 -13	581 3	66 -4	92 -1
Numeracy	3	336 -2	408 11	74 -3	96 1
	5	432 16	496 20	73 4	95 3
	7	488 0	554 9	73 -3	94 -1
	9	540 8	592 10	80 6	96 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

Reading

There was an increase in the percentage of NT Aboriginal students achieving NMS in reading in 2019 for Year 3, Year 7 and Year 9 compared with 2018. The proportion of Year 5 Aboriginal students achieving NMS in 2019 was lower compared to 2018. There was no significant trend of change over the 10 years of NAPLAN testing for any year levels. Overall the percentage of NT Aboriginal students achieving NMS across year levels remains low, ranging from 34 to 43 per cent, compared to Aboriginal students nationally with a range of 72 to 83 per cent.

For Aboriginal students in the NT, Year 3 had the largest proportion achieving NMS for reading in 2019 at 43 per cent. Year 5 and Year 9 Aboriginal students had the lowest proportion achieving NMS, both at 34 per cent and less than half the proportion of Aboriginal students achieving NMS nationally.

Non-Aboriginal students in the NT had a high percentage of students achieving NMS for reading in 2019 for each year level, the lowest being Year 9, at 89 per cent. Year 7 had the largest improvement in the proportion of non-Aboriginal students achieving NMS in 2019, with a 0.8 percentage point increase over 2018. The proportion of non-Aboriginal students achieving NMS was marginally lower than non-Aboriginal students nationally, with the difference ranging from 1 to 4 percentage points across year levels.

Table 3. Percentage of NT Students Achieving National Minimum Standard in Reading; by Aboriginal Status and Year Level; 2008–19

Indigenous Status	Year Level	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Non-Aboriginal	Year 3	88%	90%	91%	89%	91%	93%	89%	92%	93%	92%	93%	94%
	Year 5	89%	89%	89%	89%	89%	95%	92%	91%	92%	94%	94%	94%
	Year 7	94%	92%	93%	92%	91%	93%	94%	94%	93%	93%	94%	95%
	Year 9	92%	91%	91%	89%	88%	92%	91%	92%	93%	90%	92%	89%
Aboriginal	Year 3	30%	40%	43%	40%	40%	51%	34%	43%	42%	43%	41%	43%
	Year 5	26%	31%	31%	29%	27%	47%	32%	38%	27%	35%	37%	34%
	Year 7	32%	36%	40%	43%	39%	33%	37%	45%	37%	32%	34%	39%
	Year 9	38%	32%	32%	37%	29%	38%	34%	33%	34%	31%	30%	34%
All	Year 3	63%	69%	70%	68%	69%	74%	67%	71%	74%	72%	71%	73%
	Year 5	63%	65%	64%	62%	61%	74%	66%	68%	64%	69%	71%	68%
	Year 7	67%	71%	72%	71%	69%	66%	69%	72%	68%	67%	69%	70%
	Year 9	70%	69%	68%	69%	65%	71%	69%	66%	68%	66%	66%	66%

Source: Department of Education Performance and Data

Note: colour coding highlights lower results in darker red and higher results in darker green, with separate comparisons by Indigenous status.

For explanatory notes see page 12

Numeracy

The percentage of non-Aboriginal students in the NT achieving NMS in numeracy is close to the Australian average, with the difference less than three percentage points for each year level. The percentage of non-Aboriginal students achieving NMS in numeracy in 2019 decreased for Years 3, 5, and 7 compared to 2018, but increased marginally by 0.4 percentage points for Year 9.

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 Years 3, 5, and 7. The proportion of Year 9 Aboriginal students achieving NMS remains high compared to historical levels. Compared to 2018, the percentage of Aboriginal students in the NT achieving NMS in numeracy in 2019 increased for Year 9, but decreased for Years 3, 5 and 7.

Table 4. Percentage of NT Students Achieving National Minimum Standard in Numeracy; by Indigenous Status and Year Level; 2008 – 2019

Indigenous Status	Year Level	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
No-Aboriginal	Year 3	97%	92%	93%	95%	93%	96%	93%	95%	95%	95%	96%	94%
	Year 5	92%	93%	93%	95%	92%	94%	92%	94%	95%	96%	97%	95%
	Year 7	96%	94%	94%	93%	92%	94%	95%	96%	95%	95%	96%	95%
	Year 9	94%	94%	93%	92%	92%	90%	93%	96%	96%	96%	96%	96%
Aboriginal	Year 3	52%	41%	46%	59%	40%	50%	43%	49%	50%	50%	53%	46%
	Year 5	38%	46%	38%	45%	35%	40%	36%	46%	44%	45%	48%	44%
	Year 7	50%	44%	42%	44%	42%	45%	48%	54%	47%	46%	50%	45%
	Year 9	46%	45%	36%	42%	45%	36%	44%	57%	46%	61%	54%	57%
All	Year 3	77%	70%	72%	79%	70%	76%	73%	75%	78%	76%	78%	74%
	Year 5	69%	74%	69%	73%	67%	70%	68%	73%	74%	75%	78%	73%
	Year 7	76%	75%	72%	72%	71%	72%	74%	77%	74%	74%	77%	73%
	Year 9	74%	76%	71%	73%	74%	68%	74%	79%	75%	81%	78%	80%

Source: Department of Education Performance and Data

Note: colour coding highlights lower results in darker red and higher results in darker green, with separate comparisons by Indigenous status.

For explanatory notes see page 12

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 2019 increased for each year level over 2018 results. The largest increase of 8.7 percentage points was experienced by Year 3 students, followed by Year 5 up 5.9 percentage points, Year 9 up 3.3 percentage points, and Year 7 up 2.8 percentage points. The achievement rate is lower for Year 7 and Year 9 when compared to the 2011 base year. 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. NMS achievement increased from 2018 for Years 3, 5 and 7, and decreased for Year 9. The percentage of non-Aboriginal students achieving NMS in 2019 was 7.2 percentage points lower than the 2011 base year for Year 9, marginally lower for Years 5 and 7 and marginally higher for Year 3. The proportion of NT students achieving NMS was 4 to 12 percentage points below the national average for non-Aboriginal students across year levels.

Aboriginal and non-Aboriginal students in Year 5, 7 and 9 are achieving NMS in writing at lower rates than they are in numeracy and reading, both in the NT and nationally.

Table 5. Percentage of NT Students Achieving National Minimum Standard in Writing; by Indigenous Status and Year Level; 2008 – 2019

Indigenous Status	Year Level	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Non-Aboriginal	Year 3	-	-	-	93%	94%	92%	90%	94%	96%	93%	92%	94%
	Year 5	-	-	-	89%	90%	88%	86%	87%	91%	88%	86%	89%
	Year 7	-	-	-	85%	86%	84%	84%	80%	86%	82%	83%	84%
	Year 9	-	-	-	80%	77%	77%	75%	69%	76%	74%	74%	72%
Aboriginal	Year 3	-	-	-	42%	37%	39%	34%	43%	44%	42%	34%	43%
	Year 5	-	-	-	29%	29%	25%	25%	26%	29%	28%	24%	30%
	Year 7	-	-	-	26%	25%	21%	20%	16%	23%	21%	19%	22%
	Year 9	-	-	-	23%	20%	21%	18%	14%	18%	18%	15%	18%
All	Year 3	-	-	-	70%	69%	69%	68%	73%	76%	72%	68%	72%
	Year 5	-	-	-	62%	62%	60%	60%	60%	65%	63%	62%	64%
	Year 7	-	-	-	59%	60%	56%	56%	52%	58%	56%	57%	57%
	Year 9	-	-	-	58%	55%	54%	53%	45%	52%	51%	49%	49%

Source: Department of Education Performance and Data

Note: colour coding highlights lower results in darker red and higher results in darker green, with separate comparisons by Indigenous status.

For explanatory notes see page 12

Northern Territory Certificate of Education and Training

The Northern Territory Certificate of Education and Training (NTCET) commenced in 2011 as a senior secondary school qualification. The qualification is internationally recognised and prepares students for a range of post school pathways including further education, training and employment.

The NTCET generally takes 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.

2019 Results Release

Students who completed requirements for the NTCET during 2019 received their results on 17 December of that year. The release date was coordinated with the South Australian Certificate of Education Board of South Australia (SACE Board). 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 17 to 27 December 2019. This service, operating from the Teaching and Learning 10-12 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 two calls during that time.

2019 Results Data – Northern Territory

Caveats

- *This data is valid as of 14 April 2019.*
- *Use of this data is subject to the Protocols outlined in the Memorandum of Administrative Arrangement (Data Exchange) between the SACE Board and the Department of Education.*

Notes:

- *Students receive ten 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 Stage 2 Community Studies subjects are reported as a grade between O (outstanding), A and E, or N (no result).*

Northern Territory Certificate of Education and Training Statistics

In 2019, 1489 students had the correct enrolment pattern to be eligible to complete their Northern Territory Certificate of Education and Training (NTCET). The Northern Territory Board of Studies (NTBOS) issued 1454 NTCETs to students after results were finalised.

Figure 1 Total number of NTCETs issued from 2011 to 2019

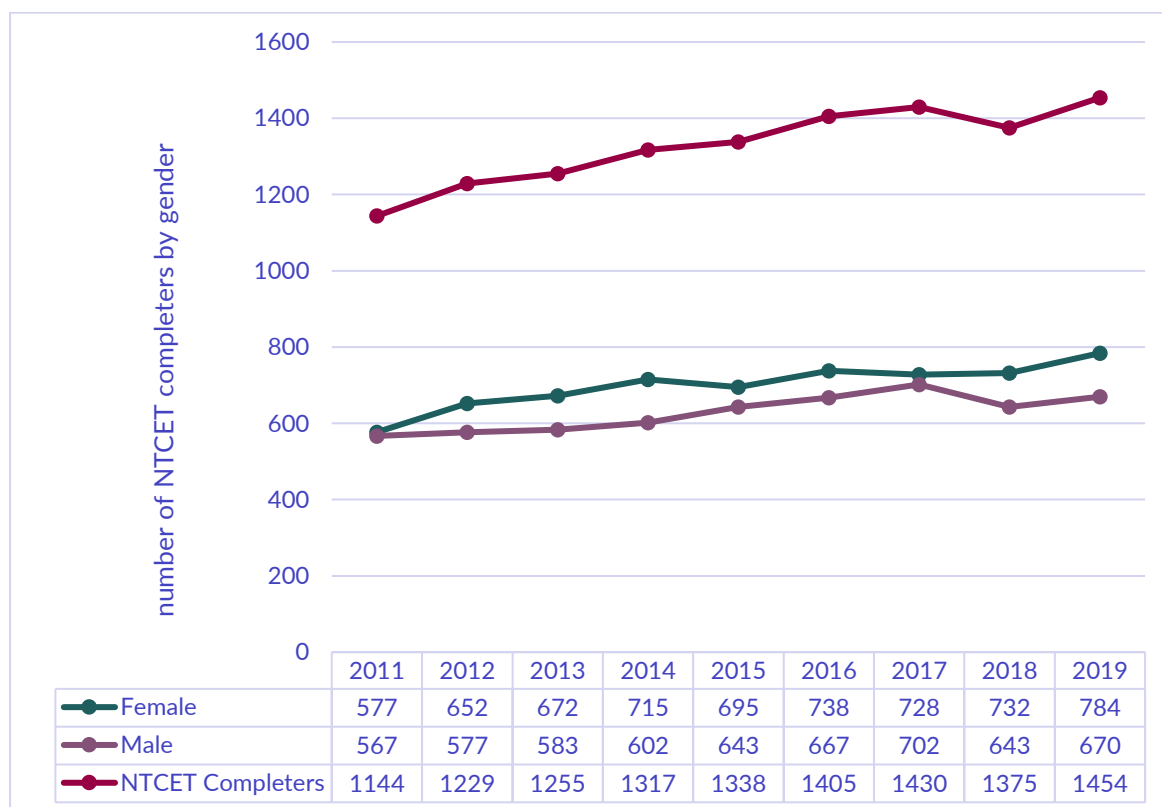


Figure 1 analysis

There was a significant increase in the number of NTCET completers in 2019 compared to the previous year.

53.9 per cent of NTCET completers were female while 46.1 per cent were male. This represents a slight increase in the disparity between male and female completers from the previous year; with an increase of 0.7 per cent in the female completer percentage and a corresponding 0.7 per cent decrease in the male completion rate.

Figure 2 Total number of NTCETs issued to government and non-government students from 2011 to 2019

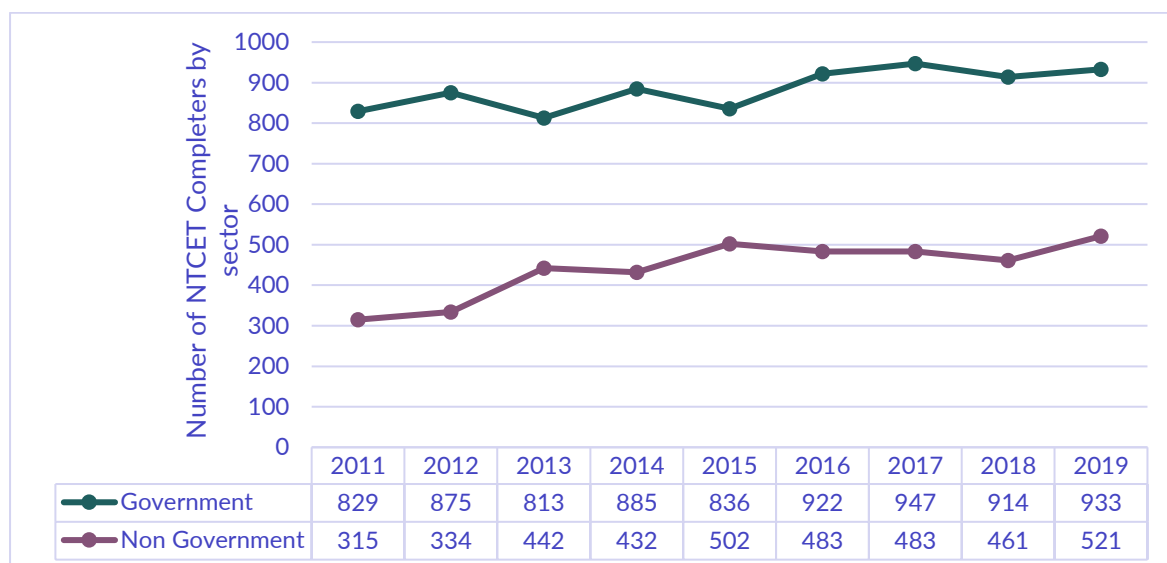
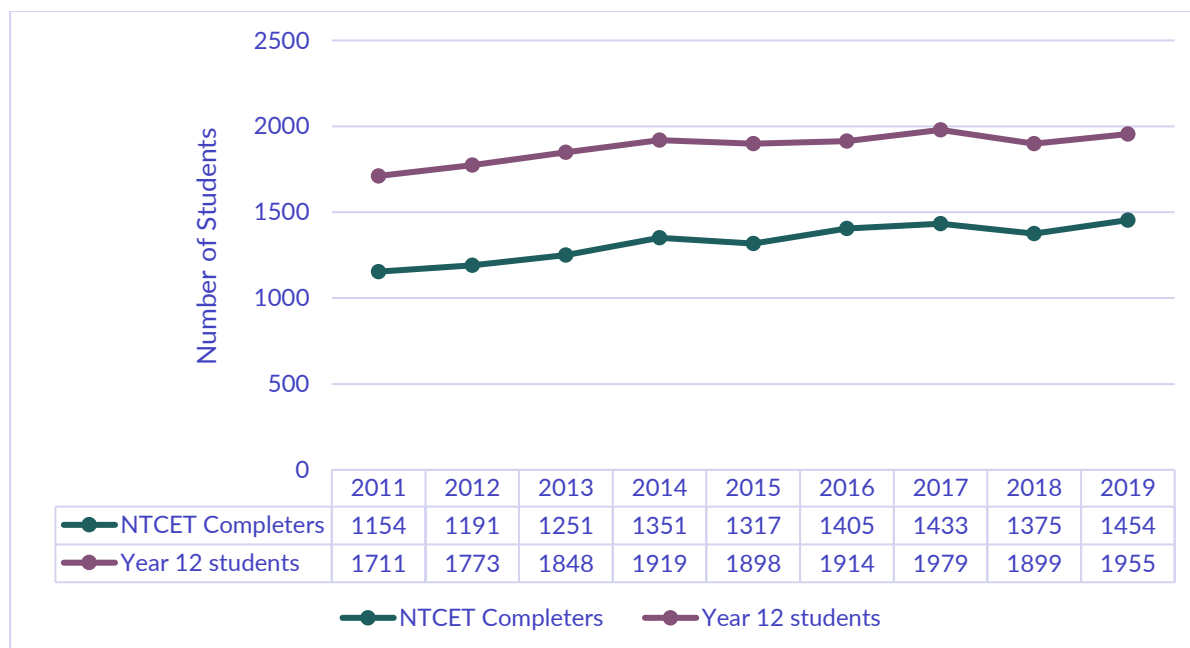


Figure 2 analysis

64.2 per cent of students who received an NTCET studied in government schools, while 35.8 per cent studied in non-government schools. This represents a change of 2.3 per cent in the distribution of NTCET completers between the sectors in the last 12 months.

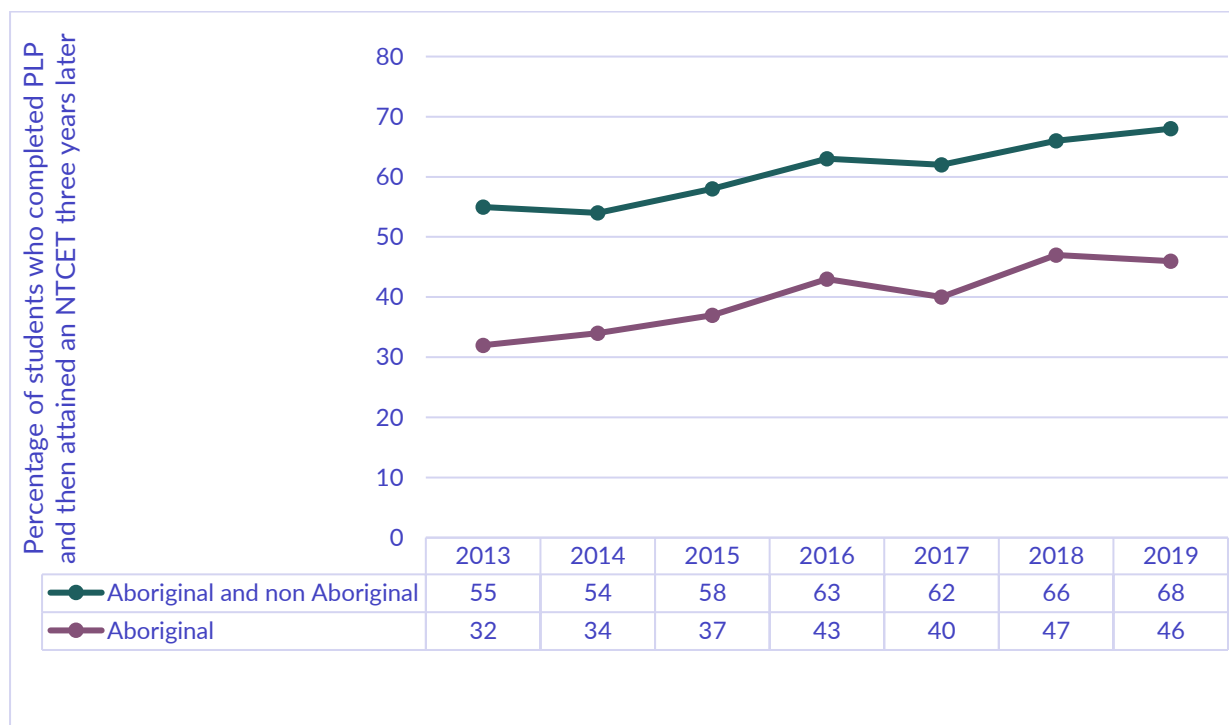
Figure 3 Number of NTCET completers compared to the number of Year 12 enrolments from 2011 to 2019 from the age grade census



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

Figure 3 shows the number of NTCET completers compared to the age grade census taken in August. Both the number of students identified as Year 12 in the Northern Territory and the number of NTCET completers increased. In 2019, the completion rate compared to the age grade census increased by two per cent compared to the previous two years.

Figure 4 2019 Personal Learning Plan to NTCET completion rate



* Personal Learning Plan progress data provided by the SACE Board on results release day in 2019
 Note: figures are subject to change as some students require more than two years to complete the NTCET

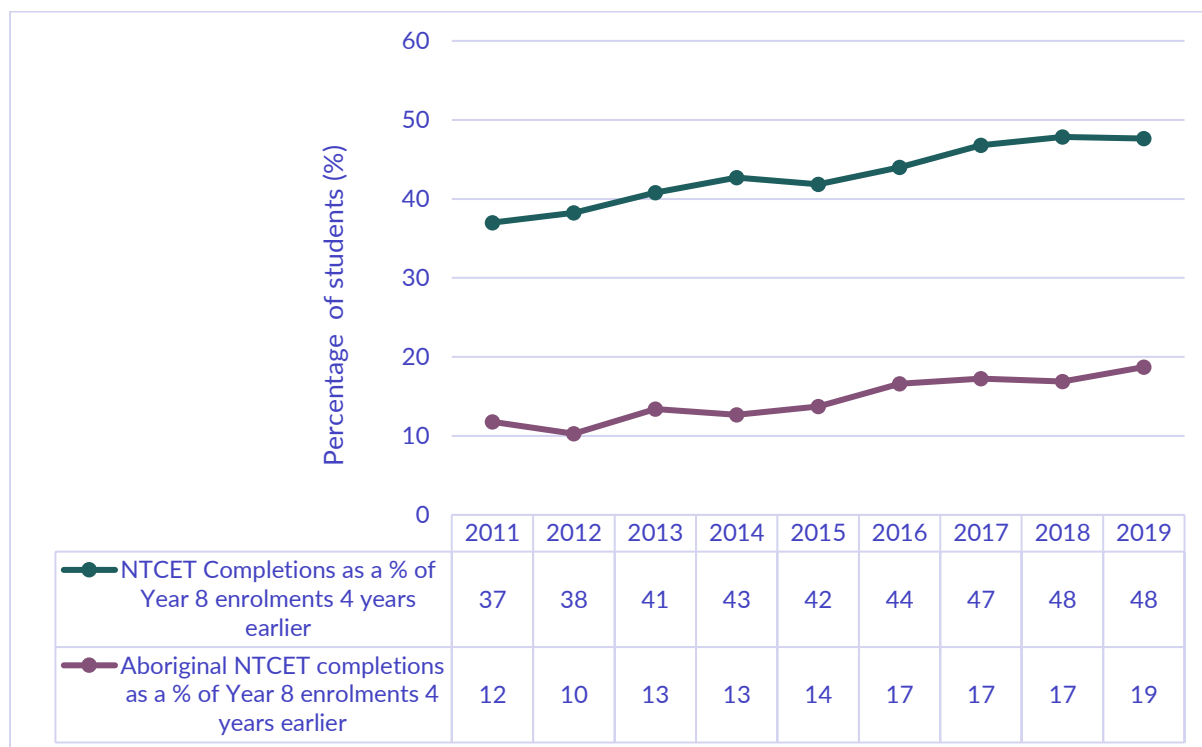
Figure 4 shows the Personal Learning Plan (PLP) to NTCET completion rate. This shows the percentage of students completing their NTCET compared to the number of students who completed their Stage 1 PLP in Year 10.

This data is at a system level and does not track individual students. It assumes the following:

- students take three years to complete their NTCET
- students do not join or leave the cohort.

Figure 4 shows the retention of all students from Year 10 to NTCET completion has increased in the past year. For the Aboriginal cohort, the rate has decreased slightly after a significant increase in the previous year.

Figure 5 2019 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 the Age Grade Census extracted on 24 April 2020

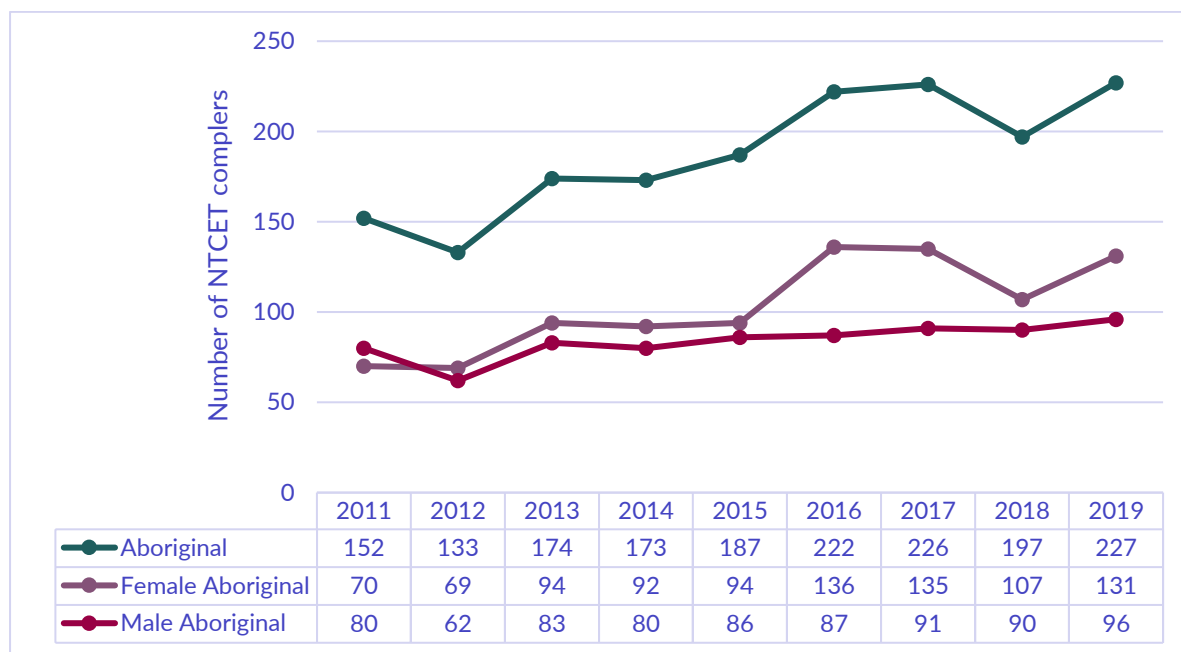
Figure 5 shows the percentage of students completing their NTCET in 2019 who were enrolled in Year 8 in a Northern Territory school in 2014 (four years prior).

The retention of students from Year 8 to NTCET completion has remained steady for the last three years. Indigenous retention from Year 8 to NTCET completion increased last year after a three year plateau.

Aboriginal and Torres Strait Islander Completion

In 2019, of the 1454 students receiving their NTCET, 227 (17 per cent) identified as Aboriginal or Torres Strait Islander. These 227 students comprised 131 females and 96 males.

Figure 6 Total number of NTCETs issued to Aboriginal students by gender from 2011 to 2019



In 2019, more Aboriginal students completed their NTCET than ever before. This represented 17 per cent of the total number of NTCET completers and a three per cent increase from 2018.

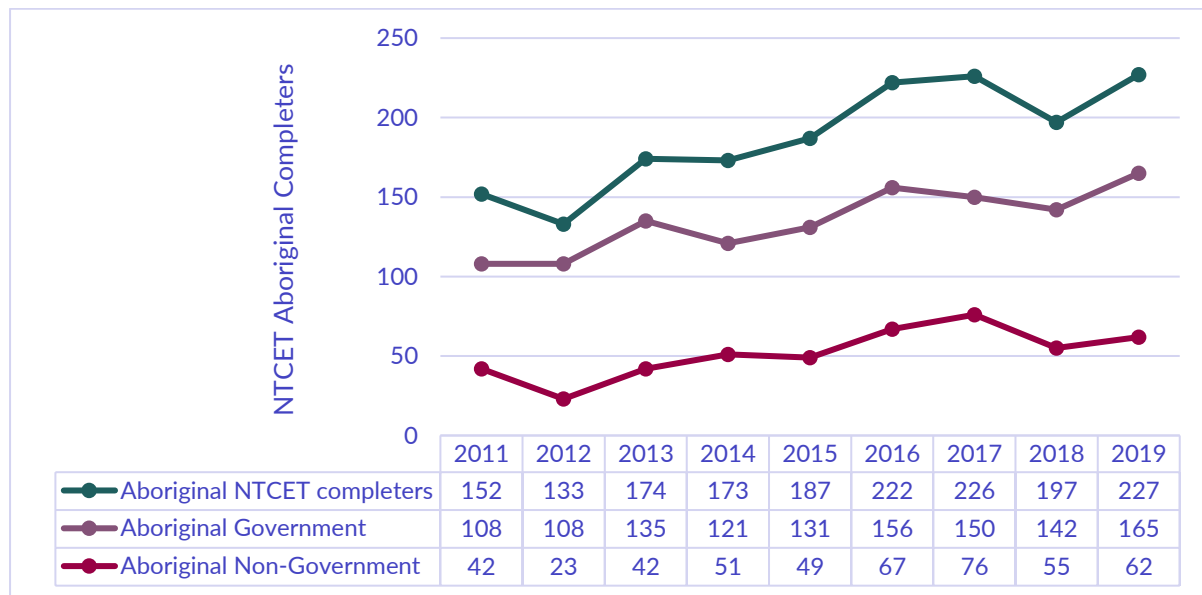
Of the 227 Aboriginal students that gained their NTCET in 2019, 58 per cent were female and 42 per cent were male. The percentage difference between male and female completers widened by four per cent compared to 2018.

Thirteen Aboriginal students achieved an NTCET studying in their own very remote community in 2019: Gunbalanya School (one), Maningrida School (five) and Ramingining School (one).

Eight Aboriginal students who were located in a remote community completed their NTCET through the Northern Territory School of Distance Education. Three students studied at Jabiru Area School, two at Tiwi College and three students at Xavier Community Education Centre.

The top Aboriginal NTCET student was from St Philip's College in Alice Springs.

Figure 7 Total number of NTCETs issued to Aboriginal and Torres Strait Islander students by schooling sector from 2011 to 2019



The total number of Aboriginal completers has increased from 2018 and is comparable with 2017 numbers.

The percentage of Aboriginal completers in both sectors has remained fairly stable for the last two years; for the government sector, the percentage was 73 per cent in 2019 compared to 72 per cent in 2018. This was significantly different from 2017 where the percentage of Aboriginal completers was 66 per cent.

Longitudinal Data

Table 1 Students enrolled as Year 12 compared to NTCETs issued from 2011 to 2019

Year	Total Year 12 Students*	Potential Completing Students**	Year 12 Female*	Year 12 Male*	NTCET Issued	NTCET Female	NTCET Male
2019	1955	1489	1014	941	1454	784	670
	74%	98%	52%	48%		54%	46%
2018	1899	1439	982	917	1375	742	643
	72%	96%	52%	48%		54%	46%
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 prior to resulting

* Enrolment data based on August Age Grade Census.

The percentage of Year 12 students attaining an NTCET has increased by two per cent compared to 2018. The completion rate has remained steady for the last four years.

There was a two per cent increase in conversion of potential completers to NTCETs issued in 2019.

Female students continue to show a higher rate of attainment of NTCET in 2019 than males.

Top 20 Northern Territory Certificate of Education and Training and Merit Students

The top 20 Northern Territory Certificate of Education and Training students are recognised every year by the Northern Territory Board of Studies. These students gained university aggregates that ranged from 84.4 to 88.6 out of 90. Of the top 20 students, nine (45 per cent) were male and 11 (55 per cent) were female.

Six of the top 20 students were from Darwin High School, six from The Essington School Darwin, four from St Philip's College, three from Casuarina Senior College and one from Centralian 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:

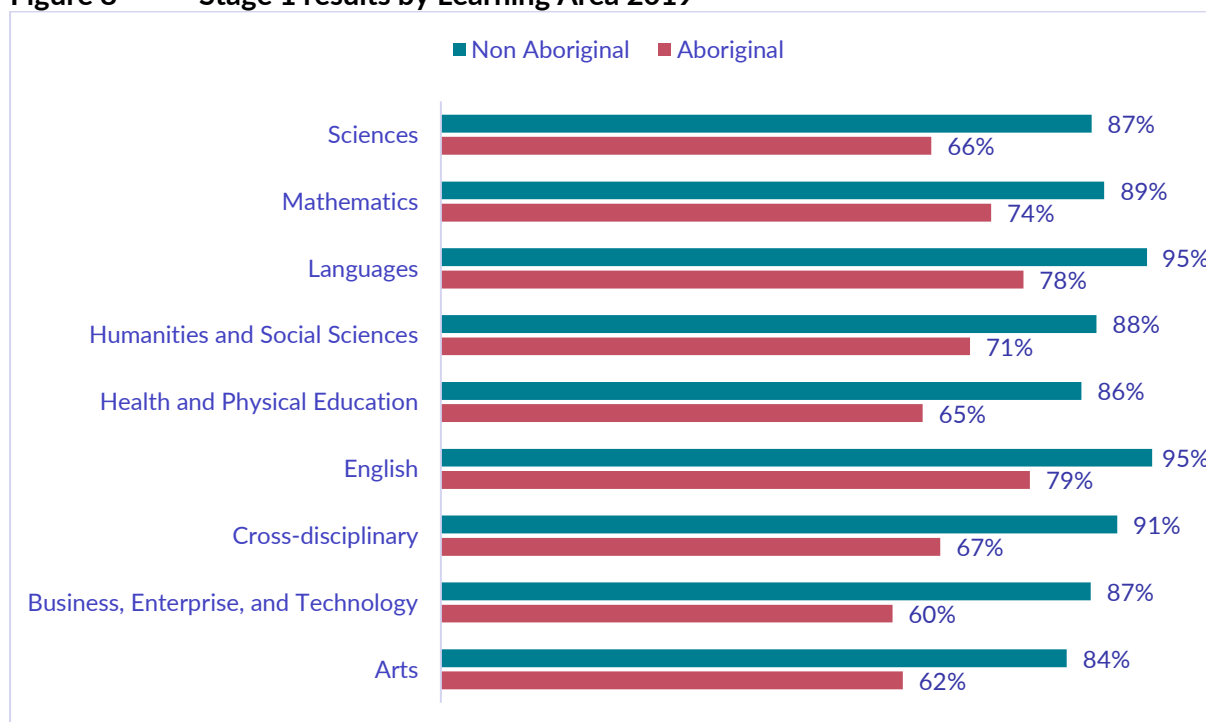
- gain an overall subject grade of A+ for that subject; and
- be selected by a panel, appointed by the SACE Board, as demonstrating exceptional achievement in the subject (typically, fewer than two per cent of the subject cohort would meet this criterion).

Forty-seven A+ merits were awarded to 39 students in 23 subjects from eight schools; five government and three non-government, with eight students achieving A+ merits in two subjects. Thirty-one merits were awarded in 2018.

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 2019*



*Data extracted from BIC database on 22 May 2020

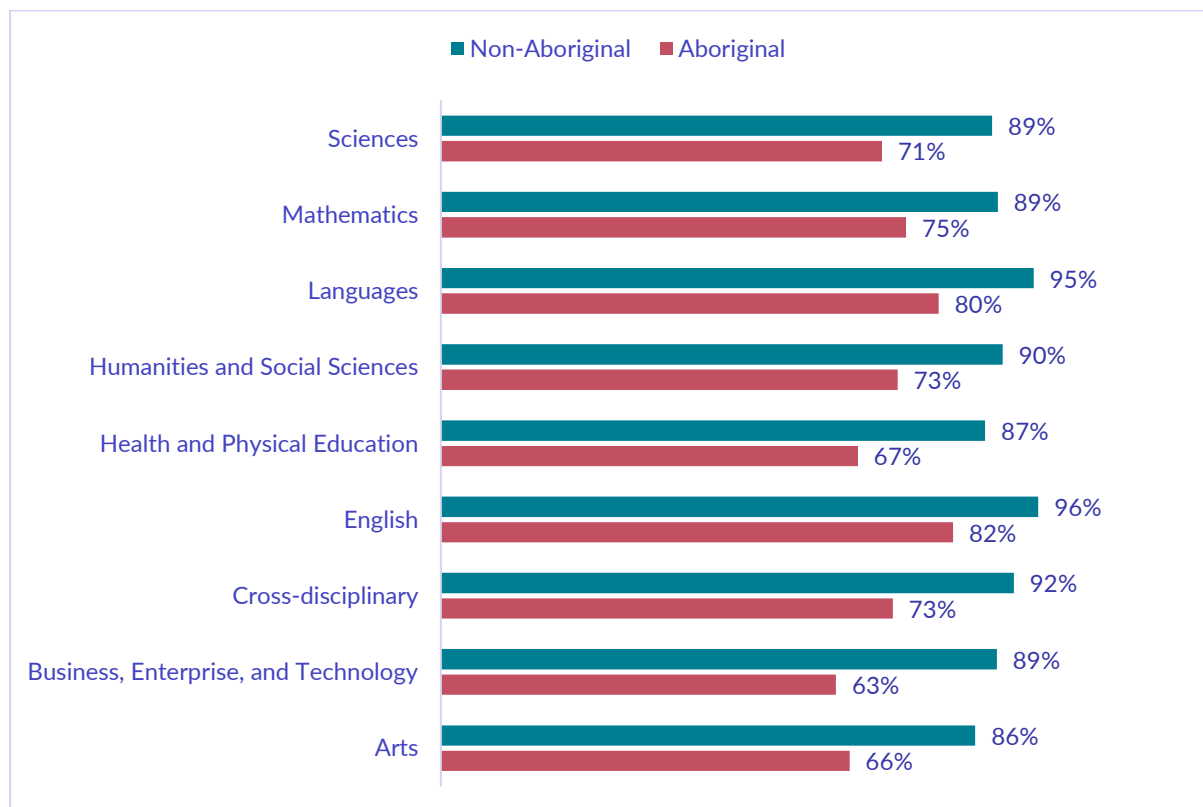
Aboriginal students obtaining a grade of C or above at Stage 1 is on average 20 per cent lower than that of non-Aboriginal students across all learning areas with the smallest difference occurring in Mathematics and the highest difference occurring in the Business, Enterprise and Technology area. This represents a two per cent widening of the gap between Aboriginal and non-Aboriginal student attainment at a C or better compared to 2018.

As in 2018, the subject where the greatest percentage of students received a C or better was English. For Aboriginal students the percentage was 79 per cent, compared to 87 per cent in 2018. For non-Aboriginal students the percentage was stable from 2018 to 2019, being 95 per cent and 96 per cent respectively.

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, 2019*



* Data extracted from BIC database on 20 May 2020

Aboriginal students obtaining a grade of C- or above at Stage 2 is on average 18 per cent lower than that of non-Aboriginal students across all learning areas. This is a two per cent increase from 2018 and is consistent with Stage 1 increases. The smallest difference between Aboriginal and non-Aboriginal student attainment is in English subjects and the largest in Business, Enterprise and Technology.

As in 2018, the subject where the greatest percentage of students received a C- or better was in English. For Aboriginal students the percentage was 82 per cent, compared to 89 per cent in 2018. For non-Aboriginal students the percentage was stable from 2018 to 2019, being 96 per cent and 97 per cent respectively.

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

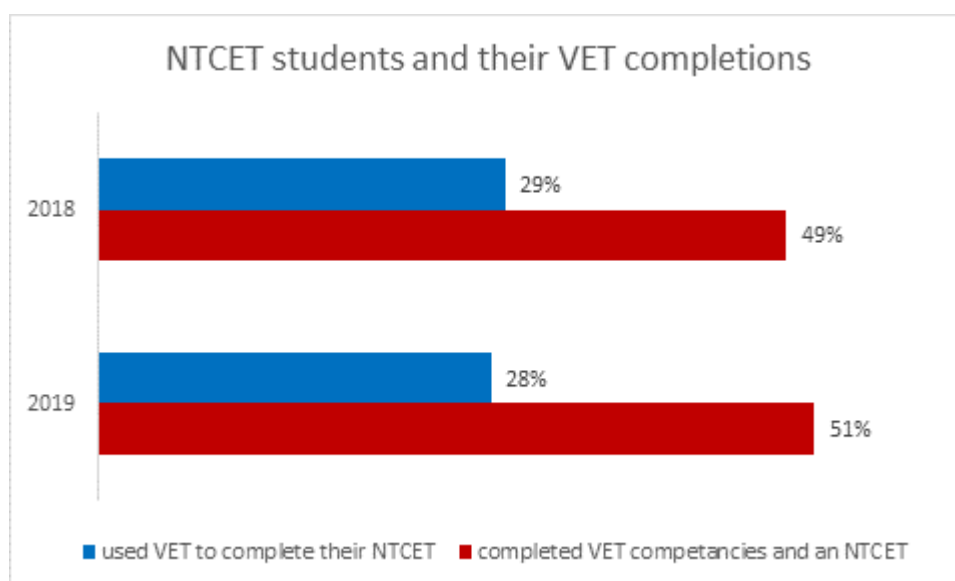
Table 2 Northern Territory Certificate of Education and Training students and their vocational education and training completions

Vocational Education and Training Completions	2019
Number of students who completed the NTCET with VET	735*
Number of students who completed the NTCET and would not have done so without VET	409*

*2019 NTCET completers VET data as extracted on 17 December 2019.

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 in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Fifty-one per cent of students completed VET competencies and an NTCET (49 per cent in 2018). Twenty-eight per cent of students used VET to complete their NTCET (29 per cent in 2018).



Vocational education and training delivered to secondary school students

The Industry Training Programs business unit provides funding, industry connection and support for schools and students accessing VET across urban, regional and remote areas of the NT. This support includes the development and management of industry partnerships and pathways to assist the transition of students into the work place.

In 2019, VET enrolments decreased by seven students (0.3%) in comparison to 2018 across the NT.

Overall vocational education and training data 2019

2019 Northern Territory students enrolled in vocational education and training

Government	Non-Government	Total
1590	711	2309

- To be counted as enrolled, a student must have completed at least one unit of competency as part of a relevant VET course.

Note: In 2019, 2289 unique students were enrolled. The following are reasons why there are additional students:

- Students undertook VET training in more than one school.
- Students undertook VET training under 'male' in one registered training organisation (RTO) and 'female' in another RTO.
- Students undertook VET training claiming Aboriginal status in one RTO and non-Aboriginal status in another RTO.

2019 Northern Territory students who completed a vocational education and training qualification

Qualification Level	Government	Non-Government	Total
Students who completed a certificate I, II, III or IV qualification	743	372	1122

2019 Northern Territory school based apprenticeships and traineeships

Government	Non-Government	Total
132	39	171

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

2019 Northern Territory vocational education and training structured work placements

Government	Non-Government	Total
323	115	438

- The total number of work placements was 655 to 473 placements for government schools and 182 placements for non-government schools (some students do more than one placement in a year).

Note: In 2019, 335 businesses participated in the Structured Work Placement Program where businesses host students participating in VET to strengthen their practical application in the industry.

Snapshot of major 2019 vocational education and training programs

The Pastoral Futures Program including equine

This program runs across the Northern Territory and targets those students keen to enter the pastoral industry. Stakeholders include 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. Students engage in VET starting with Certificate I in AgriFood and progress to Certificate III in Agriculture. There are three main hubs (Taminmin College, Katherine Rural Campus and the Juno Centre) that offer this training to students in the NT.

Northern Territory Police, Fire and Emergency Services Cadets Program

Northern Territory Police, Fire and Emergency Services (NTPFES) and the Department of Education have partnered to offer students in Darwin, and since 2019, Alice Springs region, Certificate III in Business and Certificate II in Community Engagement. The cadetship spans 18 months and begins in Year 11. The aim of the program is to 'grow our own' workforce in the public sector. The program is in its fifth year, with 72 graduates to date. Twenty-one graduates are now employed within NTPFES, including three sworn auxiliary officers.

Learning on Country

The Learning on Country program is a federally funded, culturally relevant school based Indigenous Ranger facilitated program aimed at linking Australian Curriculum subjects with field based experiential learning and data collection. Remote Indigenous students and disengaged young people are eligible for enrolment. The program is community driven and supported by well-established local governance arrangements that ensure communities guide and control program delivery and outcomes. The program includes non-accredited training, for example, engagement activities which may be done through the Employment Pathways curriculum as well as accredited training in Certificate I, II and III in Conservation and Land Management delivered to secondary students. Caring for Country branch staff work closely with the Department of Education and the Commonwealth Government Department of the Prime Minister and Cabinet to ensure program continuity and stability.

Arnhem Land Progress Association partnership

Established in 2018, a partnership between the Arnhem Land Progress Association (ALPA) and Swinburne University exists to deliver Certificate II in Construction Pathways and Certificate II in Engineering Pathways in Milingimbi, Elcho Island and Ramingining. ALPA work closely with Swinburne University and each school to deliver these qualifications, provide work exposure and create local employment opportunities for students. A memorandum of understanding has been signed between the Department of Education and ALPA to formalise the partnership and ensure its longevity.

Aircraft Engineer pathway program

Aviation Australia commenced training in February 2019 to a cohort of Year 11 students, from various schools in both Alice Springs and Darwin. Students are enrolled in the nationally accredited Certificate II in Aircraft Line Maintenance that is delivered one day a week, over a two year period. The aviation industry is ever expanding with a high demand for qualified aircraft technicians and aircraft maintenance engineers listed as national and NT industry priority occupations. Aviation Australia has provided a female trainer to encourage more female students to enrol in the course and pursue a career within the Aviation Industry.



Appendix 1

Northern Territory Board of Studies Student Awards 2019

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

The 2019 awards formally recognised the top 20 achieving Northern Territory Certificate of Education and Training students, the students who received an A+ with merit for Stage 2 board-accredited subjects and industry-sponsored awards for particular subjects.

Listed below are the awards presented to 2019 graduates at ceremonies held in Alice Springs and Darwin in February 2020.

Award	Sponsor
Administrator's Medal for Year 6 student	Administrator of the Northern Territory
Administrator's Medal for Year 9 student	Administrator of the Northern Territory
Biology award	Menzies School of Health Research
Business and Enterprise award	Department of Trade, Business and Innovation
Certificates of Merit (Stage 2)	Northern Territory Board of Studies
Chemistry award	Royal Australian Chemical Institute
Earth and Environmental Studies award	International Association of Hydrogeologists NT
Health Education award	Australian Council for Health, Physical Education and Recreation (NT)
Iain Smith Rotary award for History	Rotary Club of Darwin
Ian MacGregor Rotary award for English	Rotary Club of Darwin
Ian MacGregor Rotary award for English Literary Studies	Rotary Club of Darwin
Karmi Sceney Remote Aboriginal Excellence and Leadership award	Department of Education
Karmi Sceney Urban Aboriginal Excellence and Leadership award	Department of Education
Languages award	Language Teachers' Association of the Northern Territory
Legal Studies award	Law Society Northern Territory
Mathematics award	Department of Treasury and Finance
Most Outstanding Victorian Certificate of Education student	Minister for Education
Most Outstanding Stage 2 NTCET student	Chief Minister
Most Outstanding Stage 2 NTCET Aboriginal student	Chief Minister
Most Outstanding Stage 2 NTCET Northern Territory School of Distance Education student	Chief Minister
Music School award	Northern Territory Music School

Physical Education award

Physics Award

Sally Bruyn Year 6 Science award

School Based Apprentice or Trainee award

Science award (Dennis Thomson Memorial)

Technologies award

Telstra Remote Aboriginal student award

Top Aboriginal Australian Tertiary Admission
Ranked award

Top Ten Australian Tertiary Admission
Ranked awards

Top 20 Northern Territory Certificate of
Education and Training students

Vic Czernekjy Mathematics award

Vocational Education and Training award for
Year 11 students

Vocational Education and Training award for
Year 12 students

Australian Council for Health, Physical Education
and Recreation (NT)

Australian Meteorological and Oceanographic
Society

Department of Education

GTNT

Australian Veterinary Association (NT division)

Australian Computer Society (NT branch)

Telstra NT

Pro Vice-Chancellor Indigenous Leadership
Charles Darwin University

Vice-Chancellor Charles Darwin University

Northern Territory Board of Studies

Mathematics Teachers' Association of the
Northern Territory

Minister for Education

Minister for Education



Alice Springs awardees with the Honourable Chief
Justice Michael Grant

2019 Award Winners

Chief Minister's Awards

Most Outstanding Stage 2
NTCET student

Student

Lachlan Anderson

School

Darwin High School

Most Outstanding Stage 2
NTCET Aboriginal student

Monique Chong

St Philip's College

Most Outstanding Stage 2
NTCET NT School of Distance
Education student

Eve Brash

Northern Territory School
of Distance Education;
Centralian Senior College



Lachlan Anderson, Monique Chong and Eve Brash accepting their awards from the Hon Selena Uibo MLA, Minister for Education

Administrators Medals

Administrator's Medal Year 6
Administrator's Medal Year 9

Student

Asher Lennie

Rajnandini Bohra

School

Larapinta Primary School

Centralian Middle School



Awardee Asher Lennie and the Honourable Chief Justice Michael Grant

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

Student	School	University Aggregate	ATAR	Rank
Lachlan Anderson	Darwin High School	88.60	99.75	1
Joel Park	Casuarina Senior College	87.65	99.50	2
Gemma Antonino	The Essington International School Darwin	86.95	99.25	3
Eric Zhu	Casuarina Senior College	86.50	99.00	4
Patrick Rawsthorne	The Essington International School Darwin	86.35	98.90	5
Joel Keith	Darwin High School	86.15	98.80	6
Eva Hunt	The Essington International School Darwin	85.85	98.65	7
Alanah Hardy	Darwin High School	85.55	98.50	8
Jenna Goldney	The Essington International School Darwin	85.50	98.50	9
Tryphina Reu	St Philip's College	85.50	98.50	9
Brandon Ting	Darwin High School	85.40	98.45	11
Leila Heinrich	The Essington International School Darwin	85.30	98.35	12
Nicholas Butter	St Philip's College	85.25	98.35	13
Luca Finocchiaro	The Essington International School Darwin	84.95	98.10	14
Eve Brash	Centralian Senior College	84.85	98.10	15
Faiza Choudhury	Darwin High School	84.85	98.10	15
Abeer Srivastava	St Philip's College	84.80	98.05	17
Chelsea Yu	St Philip's College	84.80	98.05	17
Khanh VyChau	Darwin High School	84.40	97.75	19
Georgia Grosser	Casuarina Senior College	84.40	97.75	19



Alice Springs and Darwin Top 20 NTCET awardees

Charles Darwin University Top Ten Australian Tertiary Admission Ranked awards

Student	School
Lachlan Anderson	Darwin High School
Joel Park	Casuarina Senior College
Gemma Antonino	The Essington International School Darwin
Eric Zhu	Casuarina Senior College
Patrick Rawsthorne	The Essington International School Darwin
Joel Keith	Darwin High School
Eva Hunt	The Essington International School Darwin
Alanah Hardy	Darwin High School
Jenna Goldney	The Essington International School Darwin
Tryphina Reu	St Philip's College



Professor Philip Seltsikas and Top 10 awardees

Year 12 Certificates of Merit

Student	Subject	School
Joel Park	English and Mathematical Methods	Casuarina Senior College
Peter Martin	Women's Studies	Centralian Senior College
Imogen Bryett	Music Explorations	Darwin High School
Yoojin Choi	Scientific Studies	Darwin High School
Alanah Hardy	Society and Culture	Darwin High School
Olivia Hatzismalis	Integrated Learning B	Darwin High School
Isabelle Henderson	Creative Arts	Darwin High School
Joel Keith	Creative Arts	Darwin High School
Hannah Kwon	Indonesian (beginners)	Darwin High School
Madison Lei	English	Darwin High School
Dimitra Leventi	Modern Greek (continuers)	Darwin High School
Madelyne Lu	Chinese (beginners)	Darwin High School
Ruby Michael	Dance	Darwin High School
Diana Mukayeva	Women's Studies	Darwin High School
Ainul Nadjamuddin	Work and the Community	Darwin High School
Elza Panjikanan	English and Research Project B	Darwin High School
Andrew Savvas	Mathematical Methods	Darwin High School
Nuhansi Wijesinghe	Research Project B	Darwin High School
Emma Angstromann	English	Nhulunbuy High School
Isabel Blundell	English	Nhulunbuy High School
Eve Brash	Creative Arts and English	Northern Territory School of Distance Education
Rachel Yun	Research Project B	Northern Territory School of Distance Education
Kira Eve Frazer	Workplace Practices	O'Loughlin Catholic College
Nicholas Glinatsis	Mathematical Methods	O'Loughlin Catholic College
Connor Manzie	Workplace Practices	O'Loughlin Catholic College
Casey Bell	General Mathematics	St Philip's College
Jonathan Dunn	General Mathematics	St Philip's College
Tryphina Reu	English Literary Studies	St Philip's College
Gemma Antonino	English Literary Studies and Health	The Essington International School Darwin
Hamish Bjornskov McDonald	General Mathematics	The Essington International School Darwin
Ann Butler	Health	The Essington International School Darwin
Louise Cartmill	Health and Psychology	The Essington International School Darwin
Luca Finocchiaro	Business and Enterprise and Information Processing and Publishing	The Essington International School Darwin
Jenna Goldney	English and Psychology	The Essington International School Darwin

Mia Hardcastle	Chemistry	The Essington International School Darwin
Leila Heinrich	Information Processing and Publishing	The Essington International School Darwin
Eva Hunt	Business and Enterprise and Health	The Essington International School Darwin
Omar Mir	Biology	The Essington International School Darwin
Sourab Sebastian	Health	The Essington International School Darwin



Darwin Year 12 Merit awardees
Her Honour the Honourable Vicki O'Halloran, Administrator to the Northern Territory

Sponsored awards

Award	Student	School
Australian Computer Society Technologies award	Luca Finocchiaro	The Essington International School Darwin
Australian Council for Health, Physical Education and Recreation Health Education award	Sourab Sebastian	The Essington International School Darwin
Australian Council for Health, Physical Education and Recreation Physical Education award	Monique Chong	St Philip's College
Australian Meteorological and Oceanographic Society Physics award	Lachlan Anderson	Darwin High School
Australian Veterinary Association Dennis Thomson Memorial Science award	Omar Mir	The Essington International School Darwin
Charles Darwin University Top Aboriginal ATAR award	Monique Chong	St Philip's College
Department of Trade, Business and Innovation Business and Enterprise award	Luca Finocchiaro	The Essington International School Darwin

Department of Treasury and Finance Mathematics award	Casey Bell	St Philip's College
GTNT Most Outstanding School-based Apprentice award	Crystal-Rose Furber-Swan	Centralian Senior College
Iain Smith Rotary award for History	Louise Cartmill	The Essington International School Darwin
Ian MacGregor Rotary award for English Literary Studies	Tryphina Reu	St Philip's College
Ian MacGregor Rotary award for excellence in English	Emma Angstmann	Nhulunbuy High School
International Association of Hydrogeologists (NT) Earth and Environmental Studies award	Bianca Walmsley	St Philip's College
Karmi Sceney Remote Aboriginal Excellence and Leadership award	Damascena Kerinaiaua	Xavier Catholic College
Karmi Sceney Urban Aboriginal Excellence and Leadership award	Tyrone Nona	Casuarina Senior College
Language Teachers' Association of the Northern Territory Languages award	Poojana Thotawatta	Centralian Senior College
Law Society Northern Territory Legal Studies award	Diana Mukayeva	Darwin High School
Mathematics Teachers' Association of the NT Vic Czernekjy Mathematics award	Joel Park	Casuarina Senior College
Menzies School of Health Research Biology award	Omar Mir	The Essington International School Darwin
Most Outstanding Victorian Certificate of Education student	Bryn Jarvis	Haileybury Rendall School
NT Music School Music award	Imogen Bryett	Darwin High School
Royal Australian Chemical Institute Chemistry award	Eric Shu Mia Hardcastle	Casuarina Senior College The Essington International School Darwin
Sally Bruyn Primary School Science award	Lucas Timms	Durack Primary School
Telstra Remote Aboriginal student award	Alana Foster	Tennant Creek High School
Vocational Education and Training Year 11 award	Shania Armstrong	Centralian Senior College
Vocational Education and Training Year 12 award	Mackayla McGowan	MacKillop Catholic College

Northern Territory Board of Studies 2019 awards for Academic Excellence

NTBOS 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 2019 school year are listed below.

Year 12 awardees

Student	School
Joel Park	Casuarina Senior College
Evie Brash	Centralian Senior College
Poojana Thotawatta	Centralian Senior College
Lachlan Anderson	Darwin High School
Staceyanne Nawirridj	Gunbalanya Community School
Arianna Baldieri	Good Shepherd Lutheran College
Caitlin Burt	MacKillop Catholic College
Harrison Parfitt	Nhulunbuy High School
Andrew van Gelderen	Northern Territory Christian College
Hunter Torr	Northern Territory School of Distance Education
Nicholas Glinatsis	O'Loughlin Catholic College
Mikayla Laverty	OLSH Catholic College – Alice Springs
Janiella Medina	Palmerston College
Margaret Garawirrtja	Shepherdson College
Lance Hutt	St John's Catholic College
Ianna Lamin	St Joseph's Catholic College
Rovin Verdillo	Tennant Creek High School
Kimberley Doukas	Taminmin College
Eva Hunt	The Essington International School Darwin

Year 12 Aboriginal awardees

Student	School
Naja Dyrting	Casuarina Senior College
Matilda Moore	Centralian Senior College
Serena Adams	Darwin High School
Leonardo Nabalwad	Gunbalanya Community School
Benjamin Ogden	Good Shepherd Lutheran College
Sean Collins	Mackillop Catholic College
Siena Stubbs	Nhulunbuy High School
Martha de Santis	Northern Territory Christian College
Damascena Kerinauia	Northern Territory School of Distance Education
Danielle Tchemijiri	O'Loughlin Catholic College

Concepta Kauri	Our Lady of the Sacred Heart Thamarrurr Catholic College
Lauren Moody	OLSH Catholic College – Alice Springs
Leticia Da Costa	Palmerston College
Sammy Atu	Shepherdson College
Emily Post	St John’s Catholic College
Katie Lander	St Joseph’s Catholic College
Alana Foster	Tennant Creek High School
Leticia Lloyd	Taminmin College
William Robbins	The Essington International School Darwin

Year 12 Personal Learning Achiever awardees

Student	School
Katherine Lockhart	Casuarina Senior College
Shane Healy	Centralian Senior College
Emily Hopkins	Centralian Senior College
Ashley Pike	Darwin High School
Richard Namundja	Gunbalanya Community School
Quinn Lengyel	Good Shepherd Lutheran College
Michael Miller	Kintore Street School
Zahli Gibsone	MacKillop Catholic College
Ben Adams	Nhulunbuy High School
Ioannis Kazouris	O’Loughlin Catholic College – Alice Springs
Lara Strachan	OLSH Catholic College – Alice Springs
Moutie Melville	Palmerston College
Katie Lander	St Joseph’s Catholic College
Traviston Rami	Taminmin College
Mark Zeroni	The Essington International School Darwin

Year 9 awardees

Student	School
Aarya Pratap KC	Alice Springs School of the Air
Esther Cheetham	Araluen Christian College
Emily Dwyer	Batchelor Area School
Rajnandini Bohra	Centralian Middle School
Alishba Saeed	Darwin Middle School
Trudy Francis	Dripstone Middle School
Felicity Chapman	Dripstone Middle School
Jocelyn Mayger	Good Shepherd Lutheran College
Rosita Hadari	Gunbalanya Community School
Angel Rockey	Marrara Christian College
Kye Johnston	MacKillop Catholic College

Taylah Searle	Nhulunbuy High School
Claudia Narndu	Our Lady of the Sacred Heart Thamarrurr Catholic College
Marie Manby	Our Lady of the Sacred Heart Thamarrurr Catholic College
Isaiah Narndu	Our Lady of the Sacred Heart Thamarrurr Catholic College
Varsha Mathew	Our Lady of the Sacred Heart Thamarrurr Catholic College
Ryan Lee	O'Loughlin Catholic College
Jessica Munn	Palmerston College
Anna Kim	Palmerston Christian School
Veronica McRostie	Sanderson Middle School
Kaiarose Tisbe	St Joseph's Catholic College Katherine
Veronica Thomas	St John's Catholic College
Sean Sinclair	Taminmin College
Piper Mules	The Essington International School Darwin
Sophie Hawke	Tennant Creek High School

Year 6 awardees

Student	School
William Clayton-Ingles	Adelaide River Primary School
Elijah Lane	Alawa Primary School
Chloe Warby	Alice Springs School of the Air
Oscar van Voskuilen	Anula Primary School
Skylah Henwood	Araluen Christian College
Isla Martin	Bakewell Primary School
Mikaylah Brain	Batchelor Area School
Tenzin Finch	Bees Creek Primary School
Ava Powell	Braitling Primary School
Ryker Bitz	Casuarina Street Primary School
Jemma Farrell	Douglas Daly School
Mawgan Keats	Driver Primary School
Lucas Timms	Durack School
Kyran Cole-Manolis	Gillen Primary School
Leonardo Hanson	Girraween Primary School
Mia Underhill	Good Shepherd Lutheran College
Chelsea Matasia	Gunbalanya Community School
Destiny Tarau	Gray Primary School
Scarlette Olsen	Holy Family Catholic Primary School
Tasha Ullas	Holy Spirit Catholic Primary School
Seth Wilson	Howard Springs Primary School
Robert Pilkie	Humpty Doo Primary School
Violet Cholakos	Jingili Primary School

Alfred Wallace	Katherine South Primary School
Thomas Leslie	Katherine School of the Air
Asher Lennie	Larapinta Primary School
Alice Zhao	Larrakeyah Primary School
Stevie Geier	Manunda Terrace Primary School
Lydie Harper	Marrara Christian College
Keane Kunothe	Mbungghara School
Brendan Saynor	Moil Primary School
Simon Lambourne	Moulden Primary School
Ava Neve	Nakara Primary School
Jasmine Wingrove	Nhulunbuy Primary School
Abigail Baldwin	Nhulunbuy Christian College
Maya Niscioli	Nightcliff Primary School
Sophie Weeks	OLSH Catholic College, Alice Springs
Brandon Pastrokos	Palmerston Christian School
Shaylene Friday	Robinson River School
Charles Creamer	Rosebery Primary School
Ayla Ryan	Ross Park Primary School
Max Curtin	Sacred Heart Catholic Primary School
Jaida Fejo	Sadadeen Primary School
Anna Zachar	Sattler Christian College
Amy Edwards	St Francis of Assisi Catholic Primary School
Cameron Da Forno	St Joseph's Catholic College - Katherine
Sammy-Joe Nyalungwe	St Paul's Catholic Primary School
Abigail Tonkin	Stuart Park Primary School
Emma Ryan	Tennant Creek Primary School
Methuli Kulasekara	The Essington International School Darwin
Ruby Morton	Ti Tree School
Xavier Murphy	Wagaman Primary School
Samara Modra	Wulagi Primary School
Naomi Endo	Wanguri Primary School
Jorja Brisbane	Woolianna School
Mazslan Warloo	Woolianna School
Justine Ramos	Woodroffe Primary School

Appendix 2

SACE SUBJECTS

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

Stage 1 Subjects for 2019

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: Modified
Business Innovation

Design and Technology

Communication Products
Material Products
Systems and Control Products
Digital Technologies
Information Processing and Publishing
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)
Auslan (continuers)
Australian Languages
Bosnian (continuers)
Chinese (background speakers)
Chinese (beginners)
Chinese (continuers)
Chi Hakha (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)
Karen (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)
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: 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

Appendix 3

Stage 2 Subjects for 2019

ARTS

Creative Arts

Creative Arts

Creative Arts: Local Program

Creative Arts: Modified

Dance

Drama

Music

Music Explorations

Music Performance – Ensemble

Music Performance – Solo

Music Studies

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

Digital Technologies

Information Processing and Publishing

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 A

Integrated Learning B

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
Ancient 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)
Chin Hakha (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)
Karen (continuers)
Khmer (continuers)
Korean (background speakers)
Korean (beginners)
Korean (continuers)

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 (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)
Vietnamese (background speakers)
Vietnamese (continuers)
Yiddish (continuers)

MATHEMATICS

Essential Mathematics
General Mathematics
Mathematical Methods
Mathematics: Modified
Specialist Mathematics

SCIENCES

Agricultural Production
Agricultural Systems
Biology
Chemistry
Earth and Environmental Science
Nutrition
Physics
Psychology
Scientific Studies
Scientific Studies: Modified

NTBOS acknowledges and thanks Territory businesses, organisations, individuals and government agencies that provided sponsorship for the 2019 Northern Territory Board of Studies student awards.



International Association of Hydrogeologists

