



NORTHERN
TERRITORY
GOVERNMENT

NORTHERN TERRITORY BOARD OF STUDIES

Annual Report 2018

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The Hon Selena Uibo MLA
Minister for Education
Parliament House
DARWIN NT 0800

27 June 2019

Dear Minister

I am pleased to present the Northern Territory Board of Studies Annual Report for the year ending 31 December 2018.

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



2018 Alice Springs awardees



NT Music School band

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Report from the Chair



This report covers the 2018 calendar year and is the third annual report of the Northern Territory Board of Studies 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 Northern Territory schools. NTBOS also works with other authorities on education matters, issues certificates of educational attainment and maintains records of student achievement.

Again the year has been one of considerable activity in terms of Northern Territory initiated projects and policy development. 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 Northern Territory Certificate of Education and Training; and vocational education and training.

The Northern Territory Board of Studies Strategic Plan 2017-20 guides the board's directions and goals.

Board members worked closely with the Department of Education to progress the Science, Technology, Engineering and Mathematics (STEM) agenda in the development of the *STEM in the Territory Strategy 2018-22* which outlines the deliverables, evidence, actions and timeframes that will guide the implementation of the strategy. The strategy was endorsed by NTBOS and is available for use in all Northern Territory schools.

NTBOS members travelled to Alice Springs in August 2018 to conduct a meeting. While there, members were privileged to have the opportunity to visit three outstanding Alice Springs schools: Bradshaw Primary School; Braiuling Preschool; and Our Lady of the Sacred Heart Catholic College, Sadadeen Campus.

This is my sixth 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 2018 Northern Territory students and acknowledged the educators, schools and families who helped them excel.

On behalf of the board, I wish to express appreciation for the work undertaken by those officers in the Department of Education who have supported the board, in particular, members of the Quality Teaching and Learning branch within the Education Policy and Programs business unit.

Finally, I extend my thanks and appreciation to my fellow board members for their commitment to improving learning outcomes in the Territory and their professional engagement in the diverse range of issues and initiatives considered throughout the year.

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

RALPH WIESE
Chair

11 June 2019

Functions of the Board

The board has the following functions:

- (a) to provide advice to the Minister (for Education) 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 (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 2018



Ralph Wiese

Chair and expert member

Term of office: 1 July 2016 to 30 June 2019

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



Marion Guppy

Department of Education nominee

Term of office: 3 July 2018 to 30 December 2020

Ms Guppy has worked in education for over 35 years. She first began her career in Victoria before moving to the Northern Territory where she has worked in both regional and remote schools across the Territory. Ms Guppy was the founding principal of Casuarina Street Primary School in Katherine before moving to Darwin where she became the principal of Dripstone High School, now known as Dripstone Middle School, and then Darwin High School. Ms Guppy worked as the department's Regional Director Darwin, Executive Director Arafura and then the Executive Director Secondary Education. In mid-2015 she assumed the role of Deputy Chief Executive for School Education.



Greg Bicknell

Employer representative

Term of office: 1 July 2016 to 30 June 2019

Mr Bicknell has over 16 years' experience with the NT Chamber of Commerce, 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 need for skilled staff in the Northern Territory and the role that education and training play in preparing local people for employment. He is aware of the issues associated with numeracy and literacy for young people entering the workforce with minimal qualifications.



Rachel Boyce

Expert member

Term of office: 1 July 2016 to 30 June 2019

Ms Rachel Boyce is currently the principal of 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 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 formal qualifications include a Bachelor of Education, Masters of Education and a Graduate Diploma in Theology. 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.



Anne Donnelly

Teacher representative

Term of office: 1 July 2016 to 30 June 2019

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



Tabitha Fudge

Parent representative

Term of office: 31 December 2017 to 30 December 2020

Mrs Fudge is the parent of two children attending public 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 (NT COGSO). Prior to becoming the president, Mrs Fudge was the treasurer and also a regional vice chair with NT COGSO. She has also been the Northern Territory Director (2017) of the Australian Council of State School Organisations. She is a strong advocate for public education, both in the Northern Territory and nationally.



Annette Gillanders

Expert member

Term of office: 31/12/17 to 30/12/20

Mrs Gillanders is the Managing Director of Biznorth Pty Ltd. As Managing Director she undertakes many roles including coaching, consulting, teaching, assessing and course development and design. Mrs Gillanders holds a Bachelor of Adult Education and Certificate IV in Training and Assessment. She was appointed as Deputy Chair Northern Territory 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 Indigenous students.



Christopher Pollard

Catholic Education Office NT nominee

Term of office: 31 December 2017 to 30 December 2020

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 has a Diploma of Teaching, Bachelor of Education (primary) and a

Graduate Diploma in Computing and in Legal Studies.



Cheryl Salter

Association of Independent Schools of the NT nominee
Term of office: 30 December 2017 to 30 December 2020

Ms Cheryl Salter is the Deputy Director, Association of Independent Schools of the Northern Territory (AISNT). 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 a Territory and a national level, on behalf of independent schools in the Northern Territory.



Pauline Schober

Indigenous representative
Term of office: 1 July 2016 to 30 June 2019

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

Matters and reports considered by the board in 2018

- Analysis of 2018 National Assessment Program - Literacy and Numeracy (NAPLAN) results
- Analysis of 2018 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 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)

2018 Meeting Dates

23 March 2018	Meeting cancelled due to a weather event
1 June 2018	Darwin
16 and 17 August 2018	Alice Springs
2 November 2018	Darwin

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/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. RAAD shows each student's level in relation to the Australian Curriculum and their position relative to the National Minimum Standard 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 levels.

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 2018 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 2018 NAPLAN National Report contains additional information about whether changes from 2008 to 2018 are

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

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 – focusing 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 indicating 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 effect on the variability observed.

Comparing all students' results for the NT with all other states and territories would not be 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

Across all year levels and assessment domains, the proportion of NT students achieving National Minimum Standard (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 54 per cent achieving NMS, is 29 percentage points lower than the national average of 83 per cent for Aboriginal students in this test. The lowest achievement rate for NT Aboriginal students was in writing for Year 9 students, with 15 per cent achieving NMS. Again this was substantially lower than the national Aboriginal student average of 46 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 40 percentage points lower.

NT non-Aboriginal student achievement was more comparable with non-Aboriginal students across Australia. The strongest NT non-Aboriginal result, in Year 5 numeracy, had 97 per cent NMS achievement, which was equivalent with the national level. The lowest achievement rate of 74 per cent for non-Aboriginal students was in Year 9 writing (eight percentage points lower than the Australian average of 82 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 three to 38 per cent with an average of 17 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 67 per cent.

Achievement rates for Aboriginal students in remote schools in the NT ranged from 15 to 66 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 38 to 83 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 99 per cent across all assessment domains and year levels.

Participation

In 2018 participation rates for NT students across all year levels and test domains ranged from 75 to 90 per cent compared to 90 to 95 per cent nationally.

The highest NT participation rates was in Year 5, with 88 per cent average participation rate across test domains. Year 9 students had the lowest average participation rate across domains at 78 per cent for the NT. This was 13 percentage points lower than the Australian average Year 9 rate.

The NT 2018 participation rate for Aboriginal students across year levels and domains decreased by an average of 1.6 percentage points from 2017 levels. Year 9 Aboriginal students recorded the lowest participation rate, with an average participation rate of 58 per cent across domains. Year 5 Aboriginal students recorded the highest participation rate across domains with an average participation of 78 per cent in 2018. A decline in participation for Aboriginal students compared to 2017 occurred at each year level.

The NT participation rates for non-Aboriginal students in 2018 were also lower than in 2017, however the difference across year levels and domains was 1.2 percentage points or fewer. Non-Aboriginal participation ranged from 91 to 96 per cent in 2018 and these rates were consistent with national participation rates.

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.

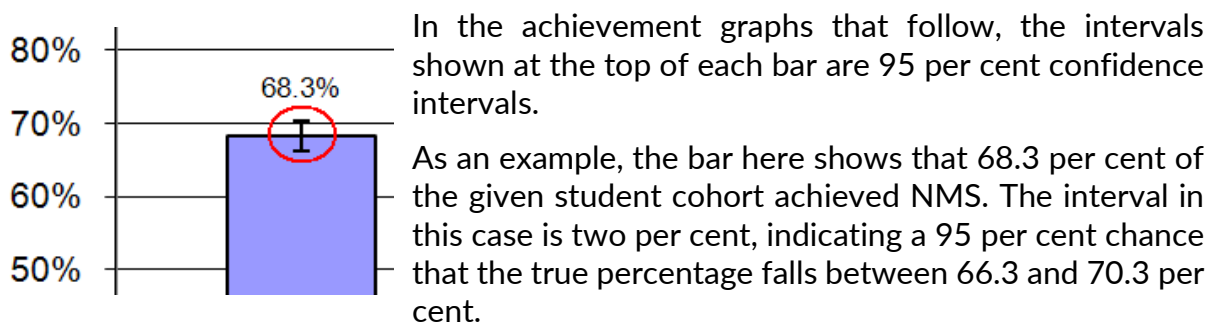
Students may be withdrawn from the testing program by the parent/caregiver on the grounds of religious beliefs and philosophical objections to testing. Students who have been withdrawn from testing are not counted as part of the assessed cohort and are excluded from performance calculations.

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

Confidence Intervals



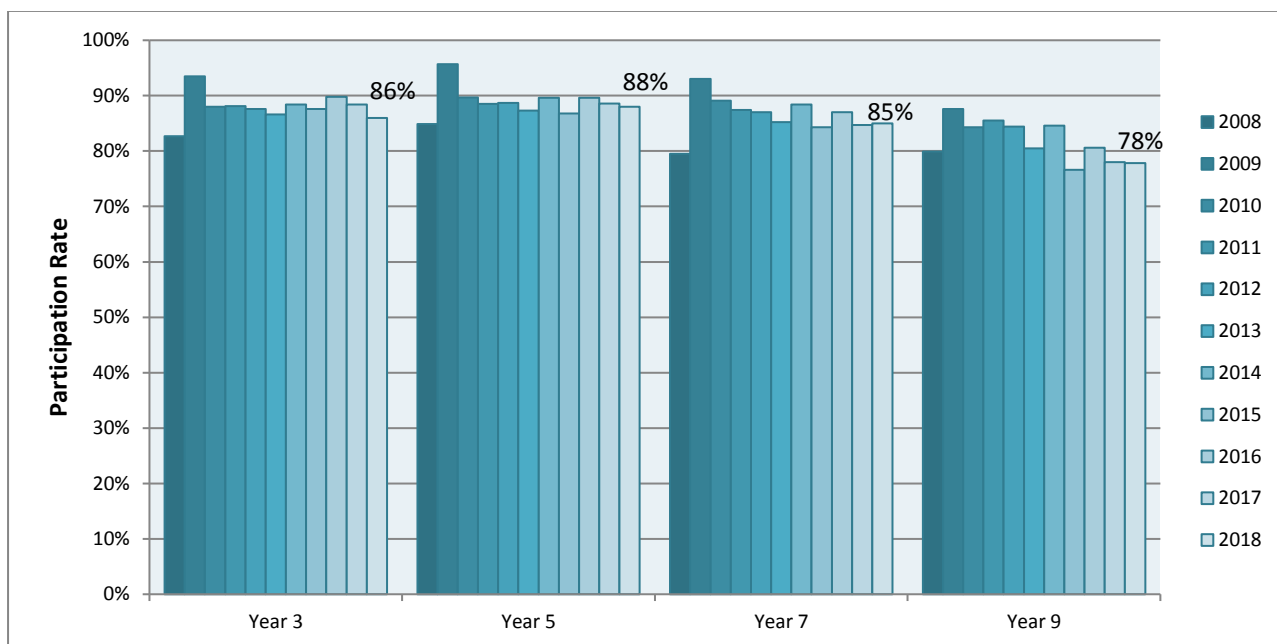
Participation

National participation rates in 2018 decreased marginally from 2017 rates across every year level and domain. Year 9 students recorded the largest decrease with participation down by an average of 0.9 percentage points from 2017 levels nationally. Across domains, NT participation decreased most strongly for Year 3, with an average decrease of two percentage points. Year 5 NT students had the highest participation rate at 88 per cent across domains.

1. Participation of students in the reading test

NT reading participation rates in 2018 decreased from 2017 for years 3 and 5, while participation rates for years 7 and 9 remained stable. The largest decline of 2.4 percentage points was recorded by Year 3 students. Year 5 students recorded the highest 2018 NT participation rate for reading at 88 per cent, as well as the smallest gap in participation compared to the national average at 7.3 percentage points lower. Year 9 students recorded the largest gap in participation compared to the national average with participation 12.7 percentage points lower. Figure 1.1 shows the participation rates for reading in the NT from 2008 to 2018.

Figure 1.1 NT Participation in Reading 2008 - 2018



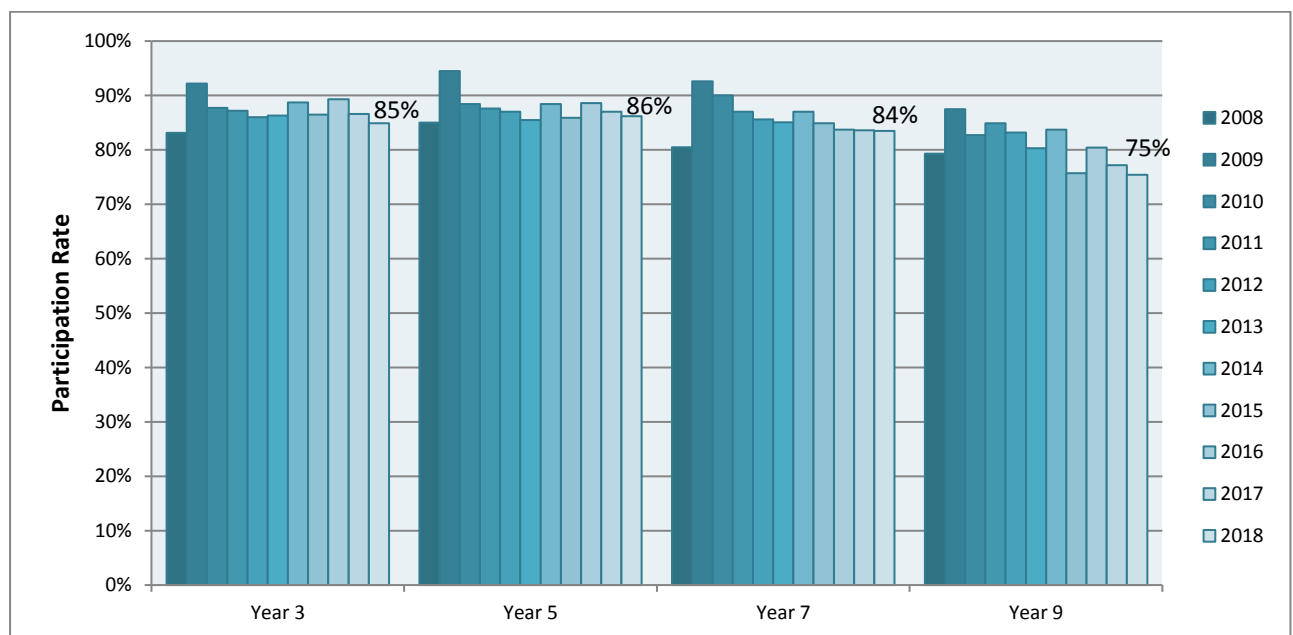
Source: Department of Education Performance and Data Management
For explanatory notes see page 13

2. Participation of students in the Numeracy test

NT numeracy participation rates in 2018 decreased compared to 2017 for each year level, except Year 7 which remained stable with the previous year. Year 9 participation, at 1.8 percentage points lower, recorded the largest decline. The highest 2018 NT participation rate for numeracy was in Year 5, at 86 per cent and the lowest participation rate was in Year 9 at 75 per cent.

Year 5 students recorded the smallest gap in participation for numeracy compared to the national average with participation 8.6 percentage points lower. Year 9 students recorded the largest gap in participation compared to the national average with participation 14.2 percentage points lower. Figure 2.1 shows participation rates in numeracy in the NT from 2008 to 2018.

Figure 2.1 NT Participation in Numeracy 2008 – 2018



Source: Department of Education Performance and Data Management
For explanatory notes see page 13

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 2018 compared to the 2008 base year achievement levels for:

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

Figure 3.1 Reading and Numeracy 2018 mean scale score and proportion of students at or above NMS including 2008 to 2018 score change¹

Test Domain	Year Level	2018 Mean Scale Score and Change on 2008		2018 Percent of Students At or Above National Minimum Standard and Change on 2008	
		NT	Australia	NT	Australia
Reading	3	337	434	71	96
		31	33	9	4
	5	431	509	71	95
		26	25	9	4
7	475	542	69	94	
	7	6	2	0	
9	511	584	66	93	
	-14	6	-4	1	
Numeracy	3	341	408	78	96
		3	11	1	1
	5	434	494	78	96
		18	18	9	3
7	489	548	77	96	
	1	3	1	0	
9	539	596	78	96	
	6	14	4	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

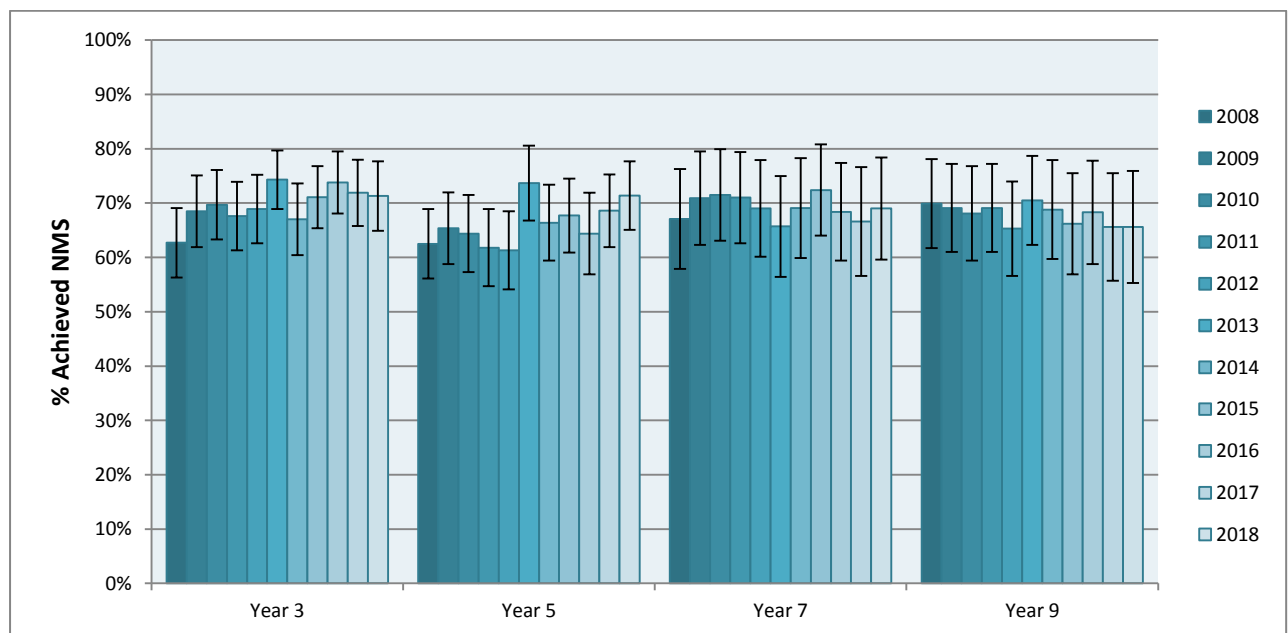
4. Reading

There was an increase in the percentage of NT Aboriginal students achieving NMS in reading in 2018 for Year 5 and Year 7 compared with 2017. In contrast, the proportions of Year 3 and Year 9 Aboriginal students achieving NMS in 2018 were lower compared to 2017. There was no significant trend of change over the ten years of NAPLAN testing for any year levels. Overall the percentage of NT Aboriginal students achieving NMS across year levels remains low, ranging from 30 to 41 per cent, compared to Aboriginal students nationally with a range of 74 to 82 per cent.

For Aboriginal students in the NT, Year 3 recorded the largest proportion achieving NMS for reading in 2018 at 41 per cent. Year 9 Aboriginal students recorded the lowest proportion with 30 per cent achieving NMS, less than half the national rate of 74 per cent for Year 9 Aboriginal students.

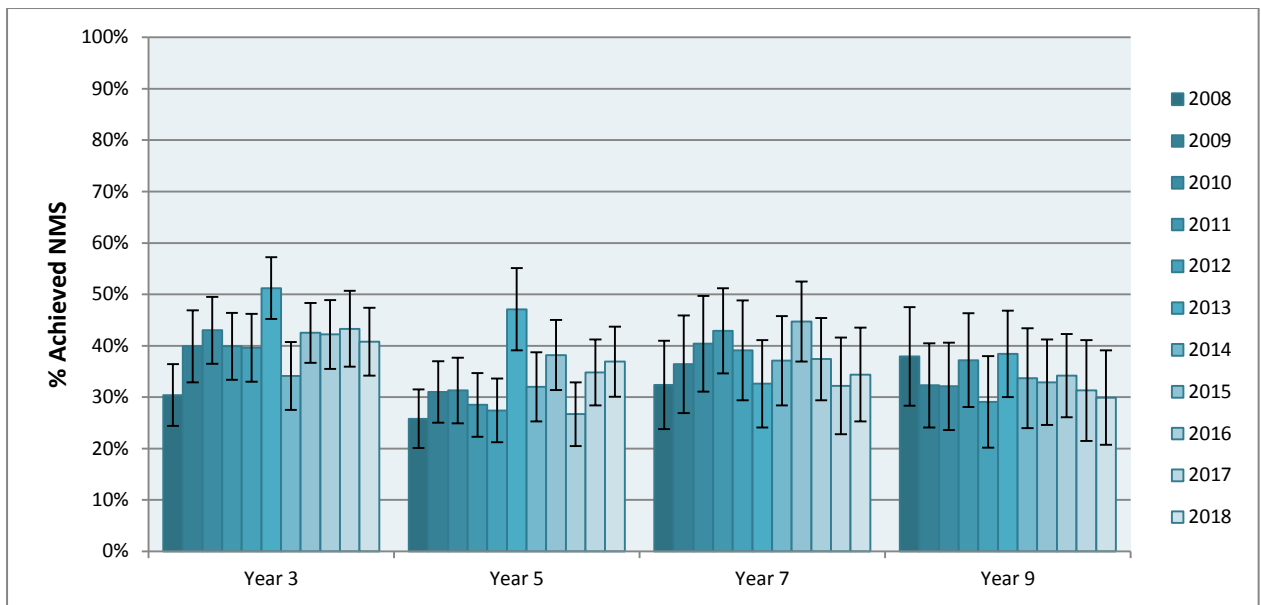
Non-Aboriginal students in the NT recorded a high percentage of students achieving NMS for reading in 2018 for each year level, the lowest being Year 9, at 92 per cent. Year 9 recorded the largest improvement in the proportion of non-Aboriginal students achieving NMS in 2018, with a 2.1 percentage point increase over 2017. The proportion of non-Aboriginal students achieving NMS was similar but lower than non-Aboriginal students nationally, with the difference ranging from two to four percentage points across year levels.

Figure 4.1 Percentage of NT Students Achieving NMS in Reading 2008 – 2018



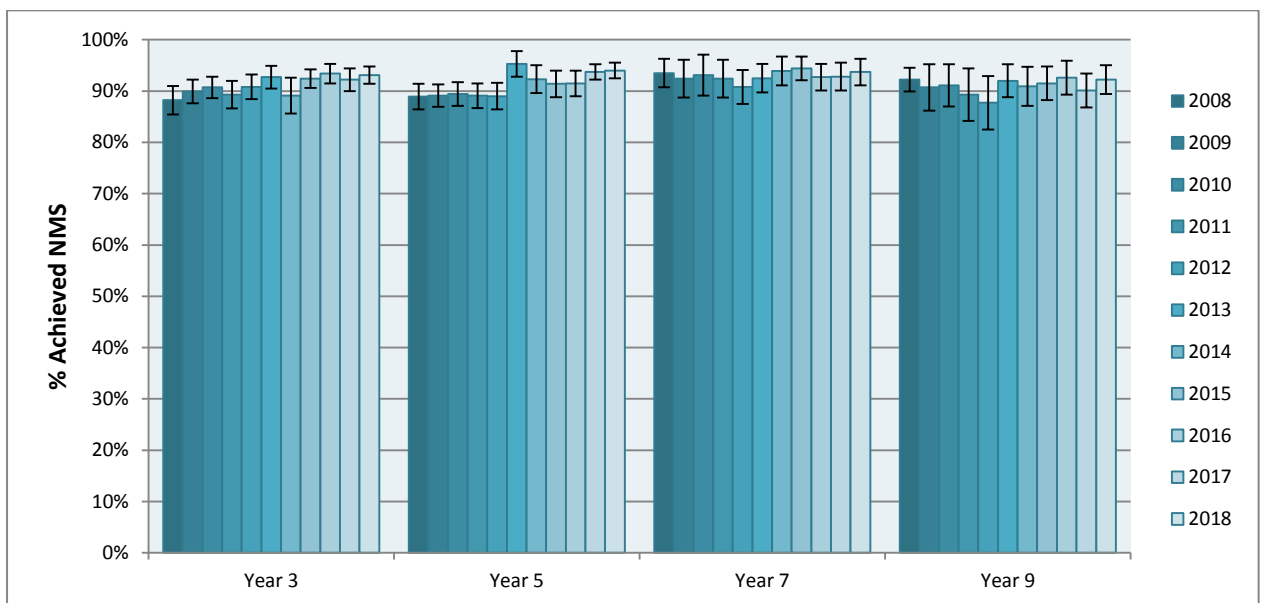
Source: Department of Education Performance and Data Management
For explanatory notes see page 13

Figure 4.2 Percentage of NT Aboriginal Students Achieving NMS in Reading 2008 - 2018



Source: Department of Education Performance and Data Management
For explanatory notes see page 12

Figure 4.3 Percentage of NT Non-Aboriginal Students Achieving NMS in Reading 2008 - 2018



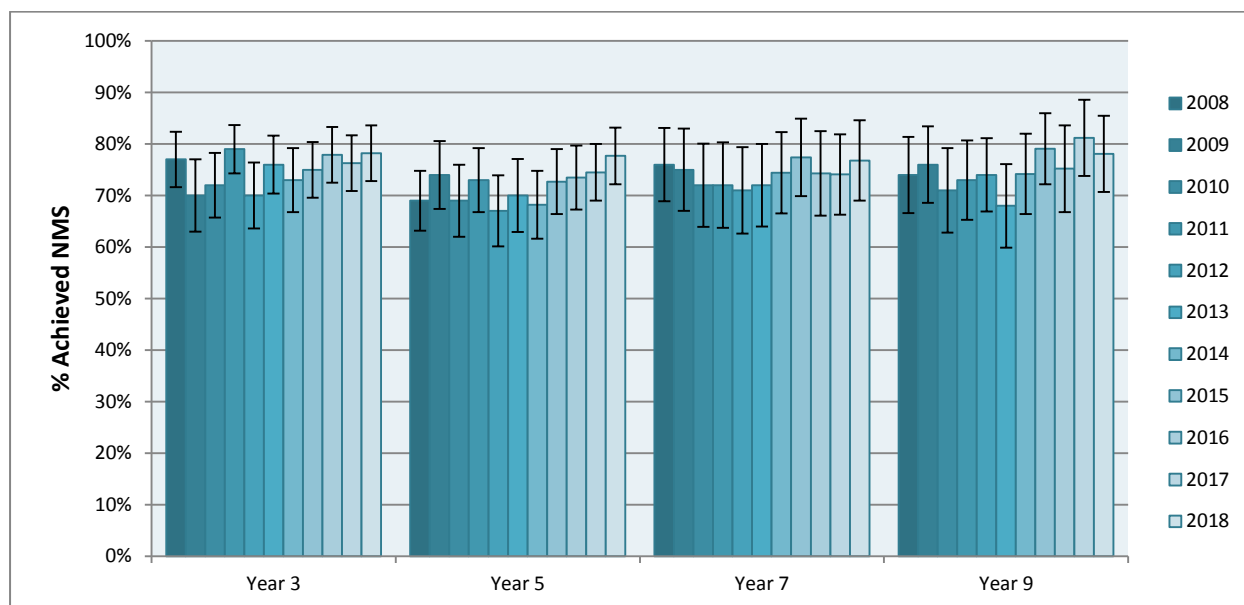
Source: Department of Education Performance and Data Management
For explanatory notes see page 13

5. Numeracy

Compared to 2017, the percentage of Aboriginal students in the NT achieving NMS in numeracy in 2018 increased for years 3, 5 and 7, and decreased 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 any year level. However, despite the decline in 2018, the proportion of Year 9 Aboriginal students achieving NMS remains high compared to historical levels. Additionally, the increase in 2018 for Year 5 Aboriginal students brought the proportion achieving NMS to the highest level recorded.

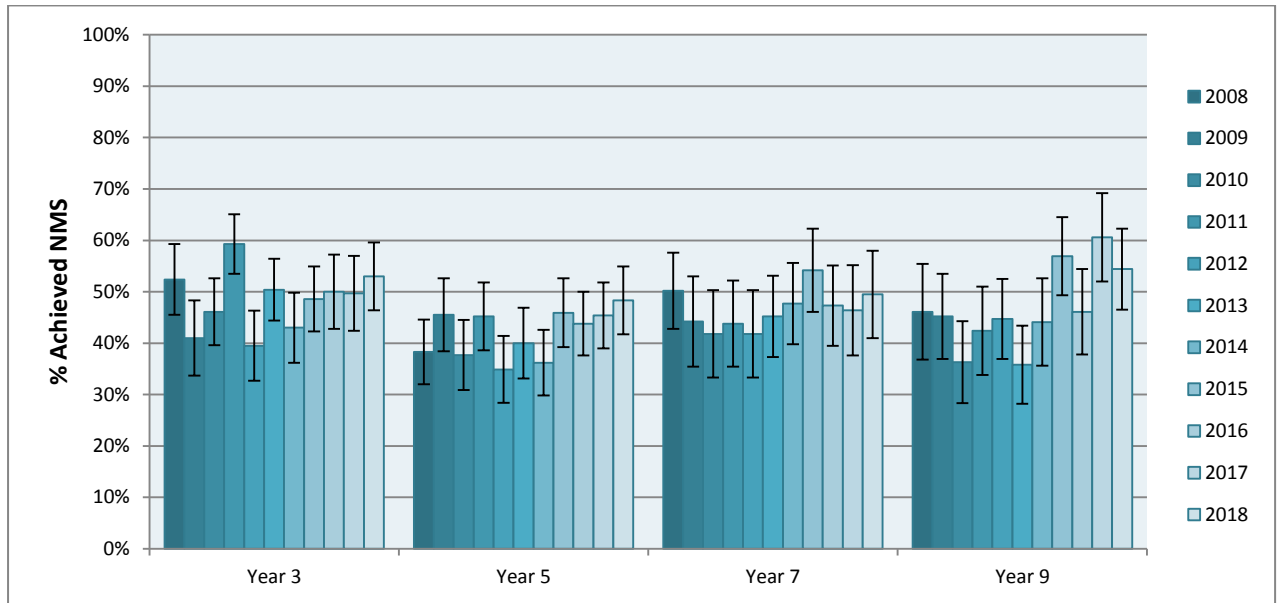
The percentage of non-Aboriginal students achieving NMS in numeracy in 2018 increased for years 3, 5, and 7 compared to 2017, but declined marginally by 0.5 percentage points for Year 9. The percentage of non-Aboriginal students in the NT achieving NMS in numeracy is close to the Australian average, with the difference less than one percentage point for each year level.

Figure 5.1 Percentage of NT Students Achieving NMS in Numeracy 2008 – 2018



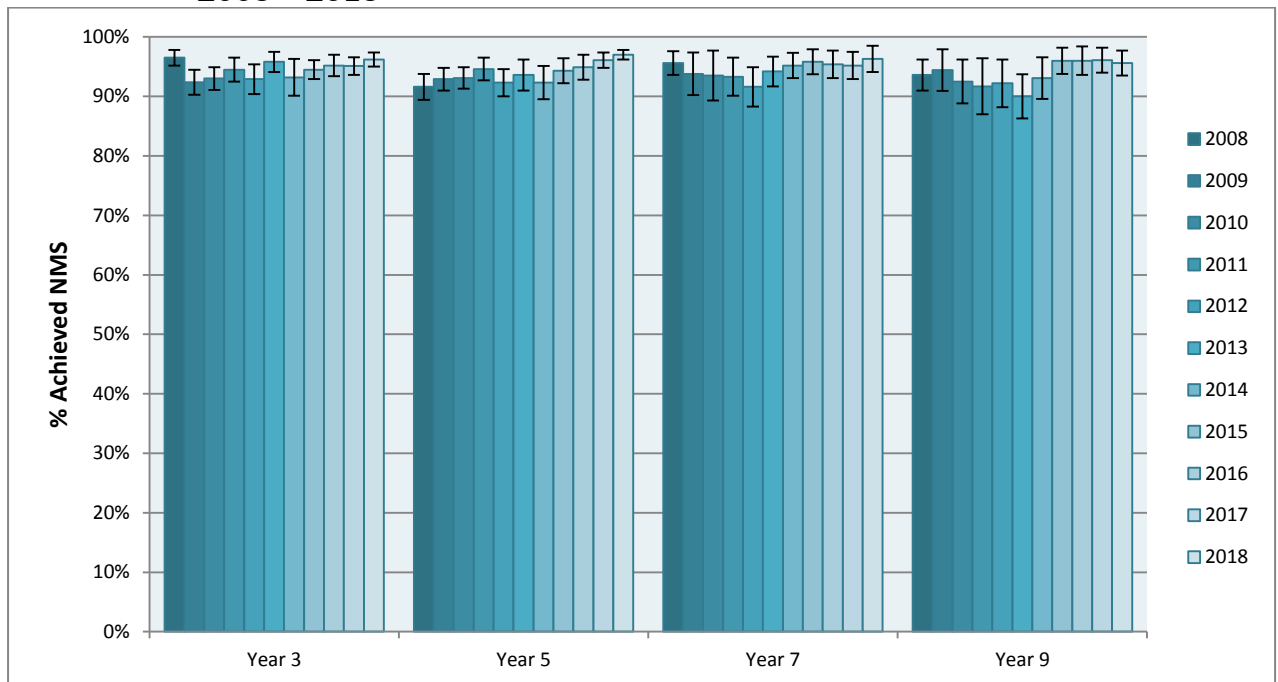
Source: Department of Education Performance and Data Management
For explanatory notes see page 13

Figure 5.2 Percentage of NT Aboriginal Students Achieving NMS in Numeracy 2008 – 2018



Source: Department of Education Performance and Data Management
For explanatory notes see page 12

Figure 5.3 Percentage of NT Non-Aboriginal Students Achieving NMS in Numeracy 2008 – 2018



Source: Department of Education Performance and Data Management
For explanatory notes see page 13

6. Writing

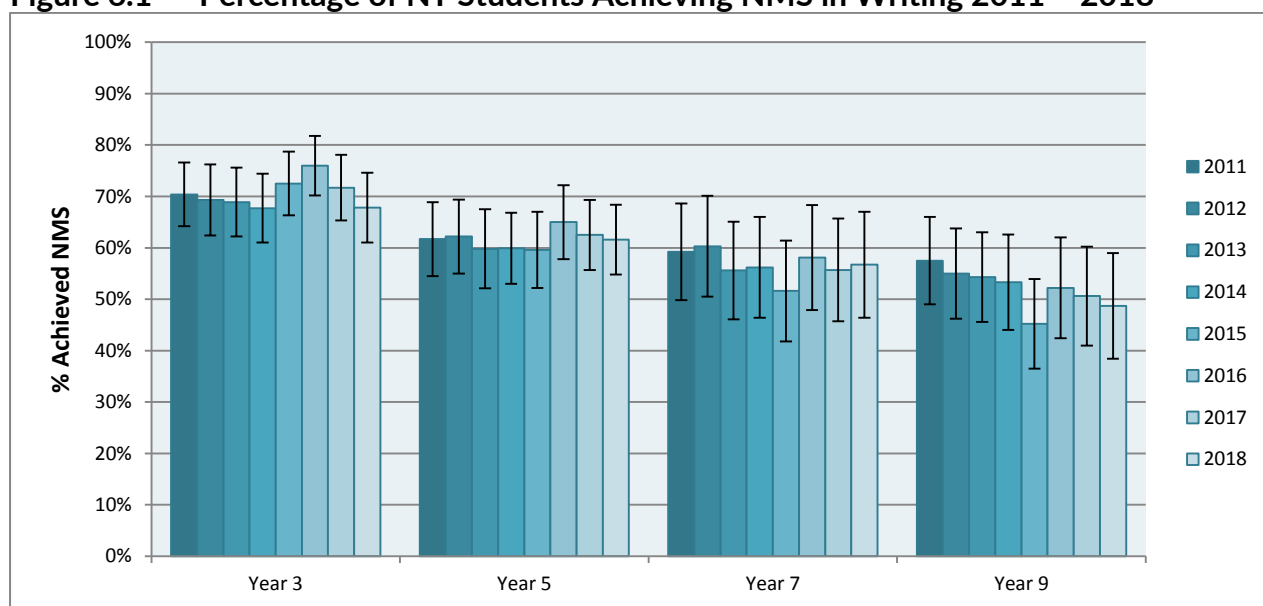
For the writing test domain there was a break in series in 2011 with a change in marking rubric and therefore writing results for the earlier years have been excluded.

The percentage of NT Aboriginal students achieving NMS in 2018 decreased for each year level over 2017 results. The largest decrease of 7.8 percentage points was experienced by Year 3 students, followed by Year 5 down 3.8 percentage points, Year 9 down 3.4 percentage points and Year 7 down 1.6 percentage points. The achievement rate is lower for all year levels 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 decreased marginally from 2017 for years 3 and 5, increased for Year 7 and remained stable for Year 9. The percentage of non-Aboriginal students achieving NMS in 2018 was lower than the 2011 base year for all year levels. The proportion of NT students achieving NMS is four to eight percentage points below the national average for non-Aboriginal students across each year level.

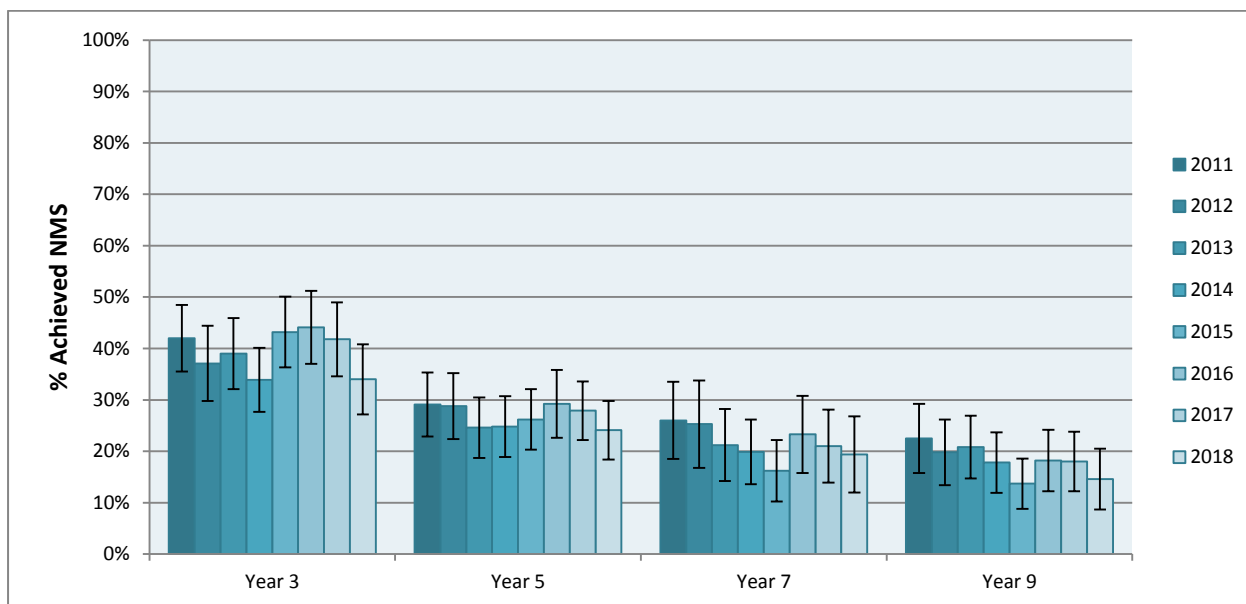
Aboriginal and non-Aboriginal students in years 5, 7 and 9 are achieving NMS in writing at lower rates than they are in numeracy and reading, both in the NT and nationally.

Figure 6.1 Percentage of NT Students Achieving NMS in Writing 2011 - 2018



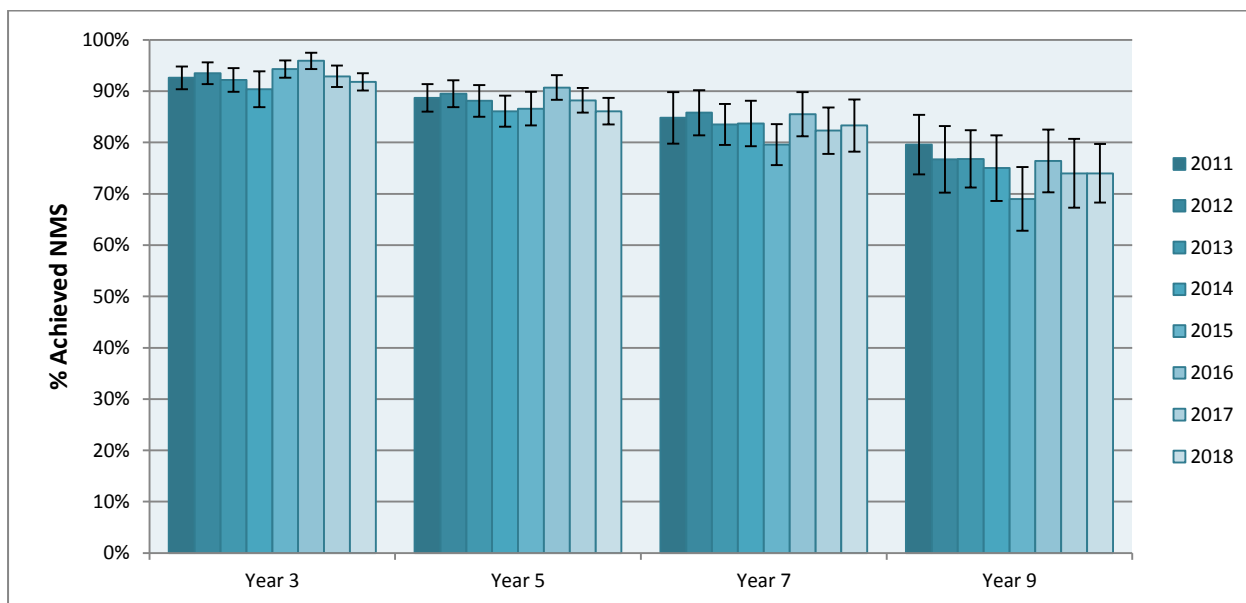
Source: Department of Education Performance and Data Management
For explanatory notes see page 13

Figure 6.2 Percentage of NT Aboriginal Students Achieving NMS in Writing 2011 - 2018



Source: Department of Education Performance and Data Management
For explanatory notes see page 13

Figure 6.3 Percentage of NT Non-Aboriginal Students Achieving NMS in Writing 2011 - 2018



Source: Department of Education Performance and Data Management
For explanatory notes see page 13

2018 Northern Territory Certificate of Education and Training

The Northern Territory Certificate of Education and Training

The Northern Territory Certificate of Education and Training (NTCET) will generally take a minimum of two years to complete. It commences with Stage 1 (usually Year 11) and requires students to complete a pattern of studies in Stage 1 and Stage 2 (usually Year 12) subjects. Recognition for vocational education and training (VET) may be included in the study pattern.

To qualify for the Northern Territory Certificate of Education and Training, students must record achievement in 200 credits and achieve satisfactory results in at least 140 credits. Students must also gain a C grade or higher for 20 credits of literacy, ten credits of numeracy, ten credits of the Personal Learning Plan and 60 credits at a C- or better in Stage 2 subjects or their equivalent.

2018 Results Release

Students who completed requirements for the NTCET during 2018 received their results on 18 December 2018. The release date was coordinated with the South Australian Certificate of Education Board of South Australia (SACE Board of SA). All students in the Northern Territory and South Australia in urban, regional and remote areas 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 18 to 28 December 2018. This service, operating from the Teaching and Learning 10-12 team in the 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 two calls.

2018 Results Data – Northern Territory

Caveats

- *This data is valid as at 13 April 2019*
- *Use of this data is subject to the protocols outlined in Memorandum of Administrative Arrangement (Data Exchange) between the SACE Board and the (NT) 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 Community Studies subjects are reported as a grade between O (outstanding), A and E or N (no result)*

2018 Northern Territory Certificate of Education and Training Statistics

In 2018, 2046 Northern Territory students studied at least one Stage 2 subject. Of these students, 1439 students had the correct enrolment pattern to be eligible to complete an NTCET during 2018.

The Northern Territory Board of Studies issued 1375 Northern Territory Certificates of Education and Training to students in 2018.

Figure 1 Total number of NTCETs issued from 2011 to 2018

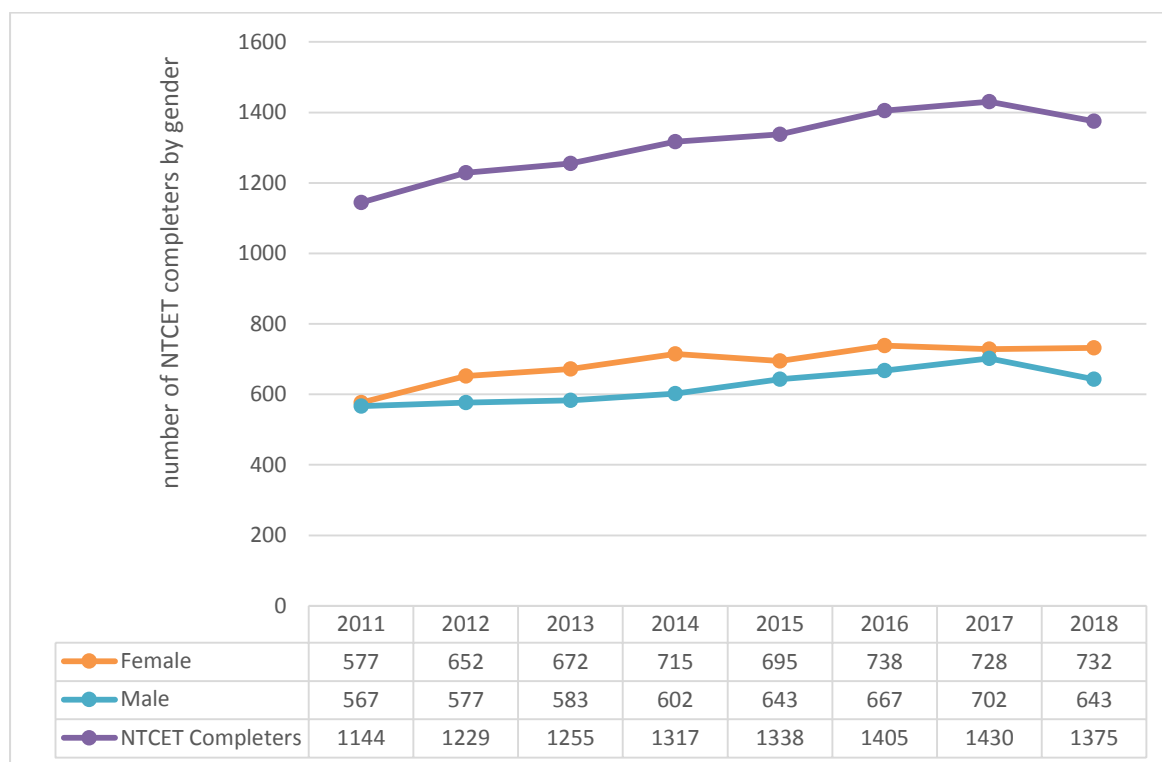


Figure 1 analysis

- 1375 students completed their NTCET
- 732 (53.2 per cent) were female
- 643 (46.8 per cent) were male

Comparison of 2017 to 2018

- There was a slight decline in the number of students who completed an NTCET. This mirrored the decline in Year 12 enrolments (see Figure 3)
- There was a two per cent increase in the percentage of female completers and a corresponding two per cent decline in male completers.

Figure 2 Total number of NTCETs issued to government and non-government students from 2011 to 2018

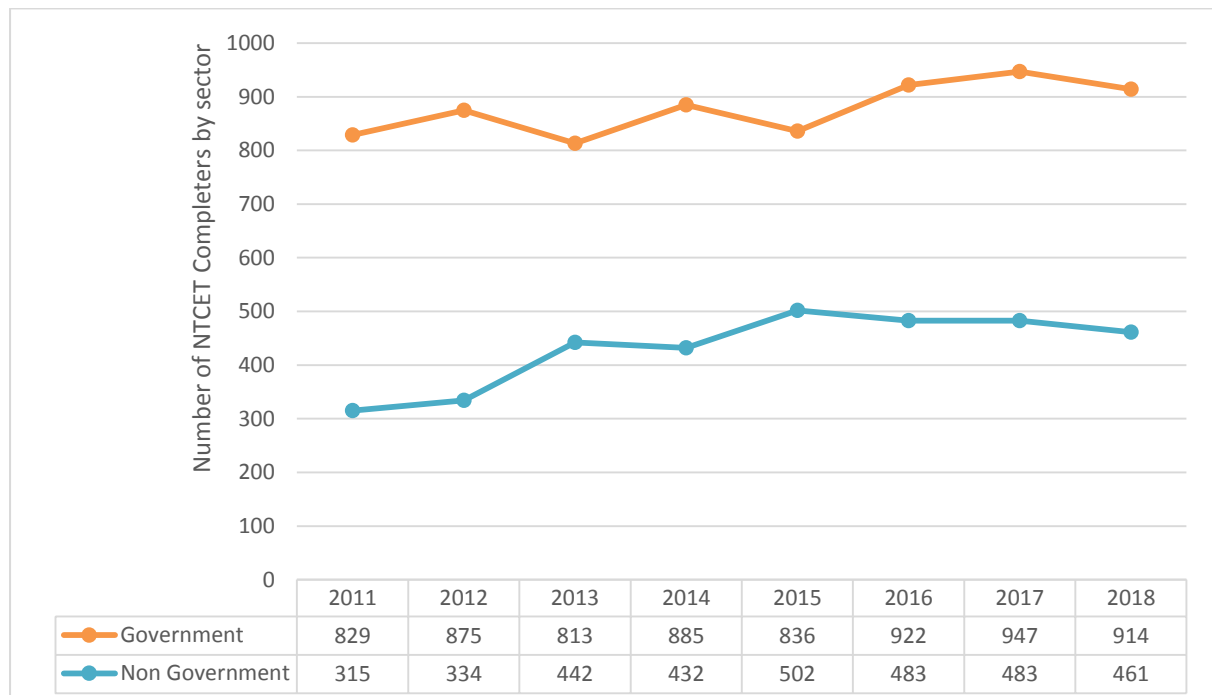


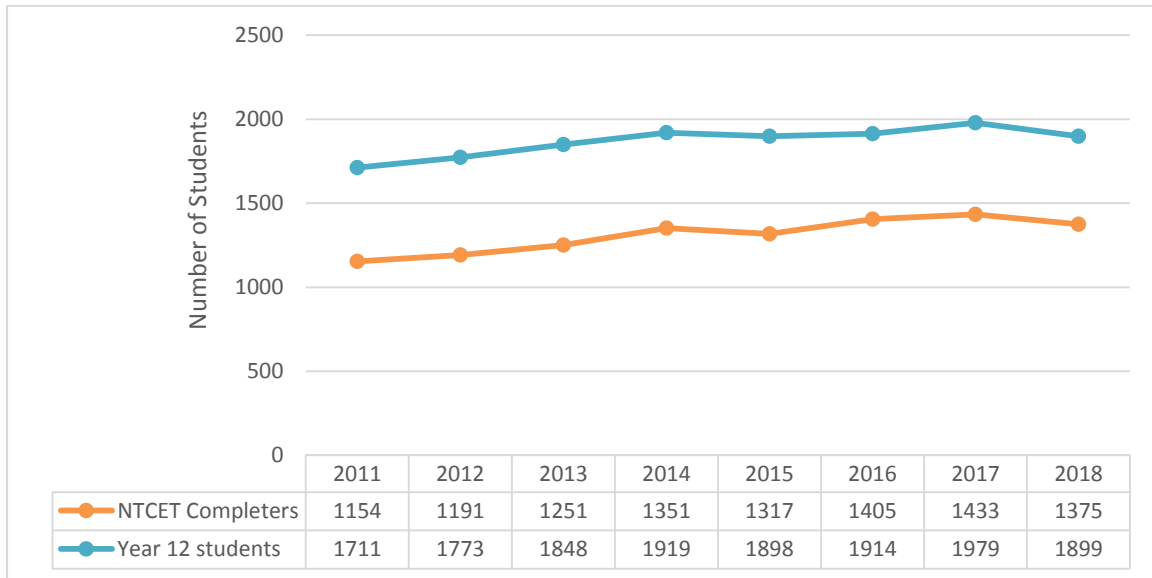
Figure 2 analysis

- 914 (66 per cent) students receiving an NTCET studied in government schools
- 461 (34 per cent) students receiving an NTCET studied in non-government schools

Comparison of 2017 to 2018

- There has been no change in the percentage of students receiving their NTCET in government and non-government schools in the last three years

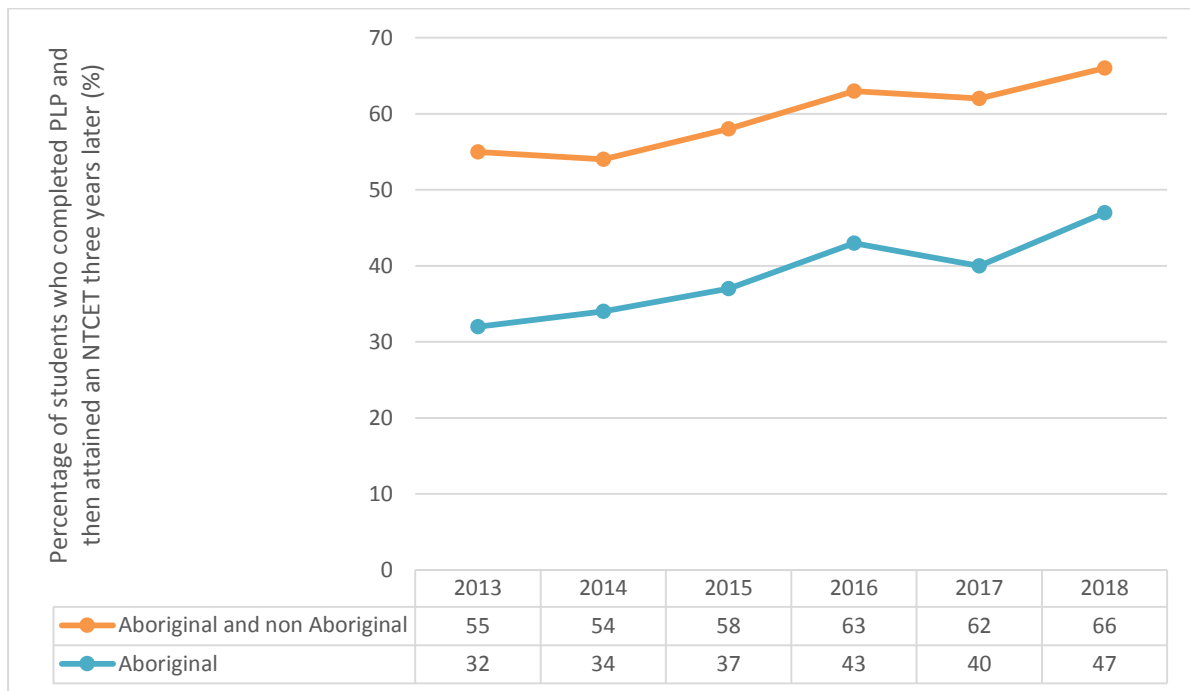
Figure 3 Number of NTCET completers compared to the number of Year 12 enrolments from 2011 to 2018*



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

Figure 3 shows that the percentage of NTCET completers compared to the number of Year 12 enrolments has remained stable over the last two years at 72 per cent.

Figure 4 2018 Personal Learning Plan to NTCET completion rate*



* PLP Progress data provided by the SACE Board on results release day in 2018

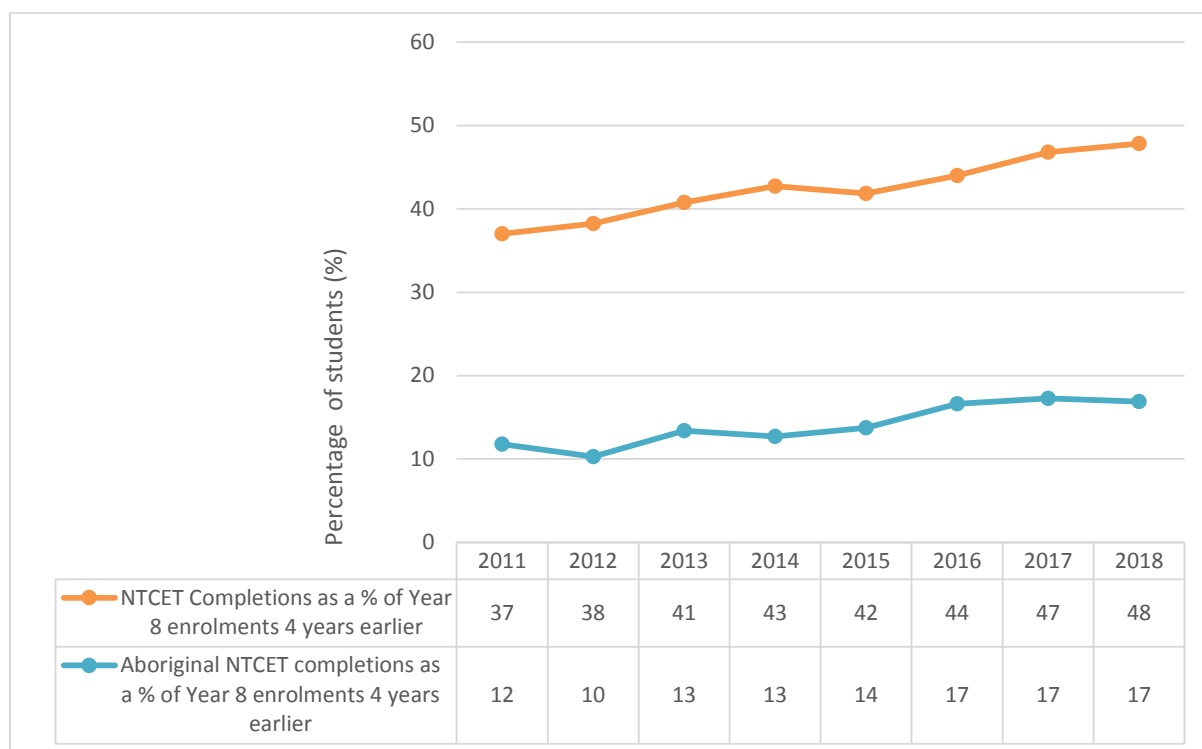
Note: figures are subject to change as some students require more than two years to complete an NTCET

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

Figure 4 analysis

- Shows the retention of students between Year 10 to NTCET completion has increased in the past year
- Shows a significant increase in the retention of Aboriginal students in the last year

Figure 5 2018 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 the Age Grade Census extracted on 7 May 2019

Figure 5 shows the percentage of students completing an NTCET in 2018 who were enrolled in Year 8 in a Northern Territory school in 2014 (five 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 Indigenous students between Year 8 to NTCET completion has increased from 2011 reaching a plateau of 17 per cent for the last three years

Aboriginal and Torres Strait Islander Completion

In 2018, of the 1375 students receiving an NTCET, 197 (14 per cent) identified as Aboriginal or Torres Strait Islander. The 197 students comprised 135 females and 91 males.

Figure 6 Total number of NTCETs issued to Aboriginal students by gender from 2011 to 2018

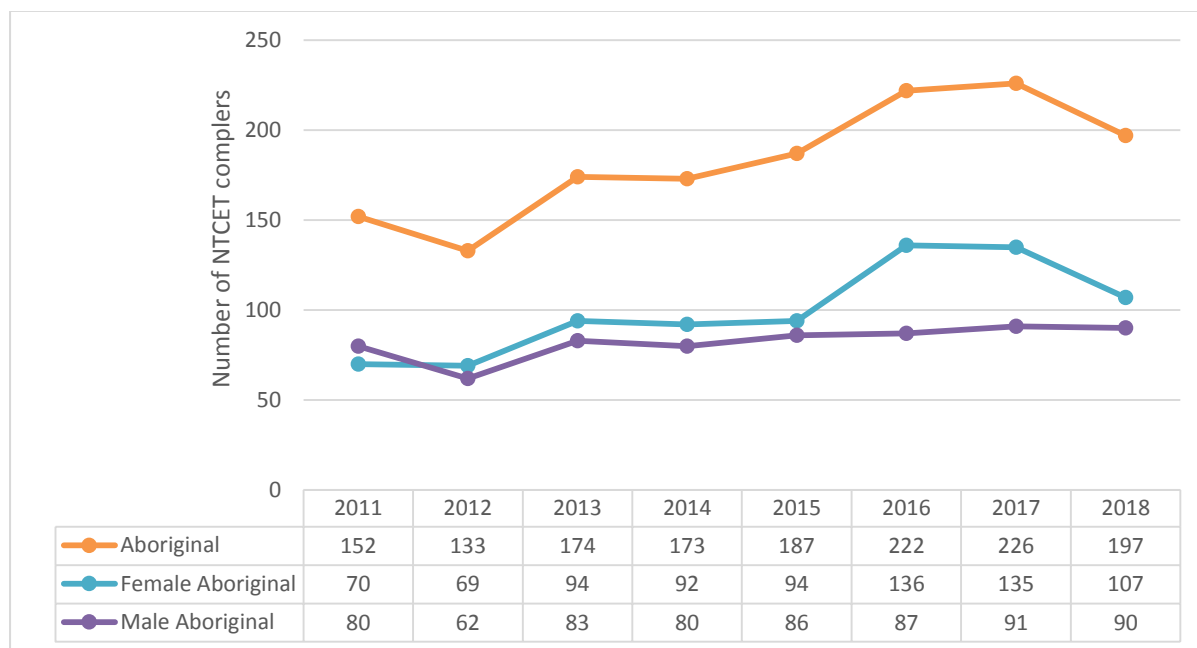


Figure 6 analysis

- 54 per cent were female
- 46 per cent were male
- 14 per cent of the total number of NTCET completers identified as Aboriginal

Comparison 2017 to 2018

- There is a two per cent decrease in Aboriginal students completing the NTCET
- The percentage difference between male and female Aboriginal completers has narrowed with a six per cent shift towards male completers in 2018

Eleven Aboriginal students achieved an NTCET studying in their own very remote community in 2018: Gunbalanya School (one), Maningrida School (four), Ramingining Community Education Centre (one), Yirara College (two) and Yirrkala Community Education Centre (three).

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. Casuarina Senior College recorded the largest number of Aboriginal NTCET completers (43 students).

Figure 7 Total number of NTCETs issued to Aboriginal and Torres Strait Islander students by schooling sector from 2011 to 2018

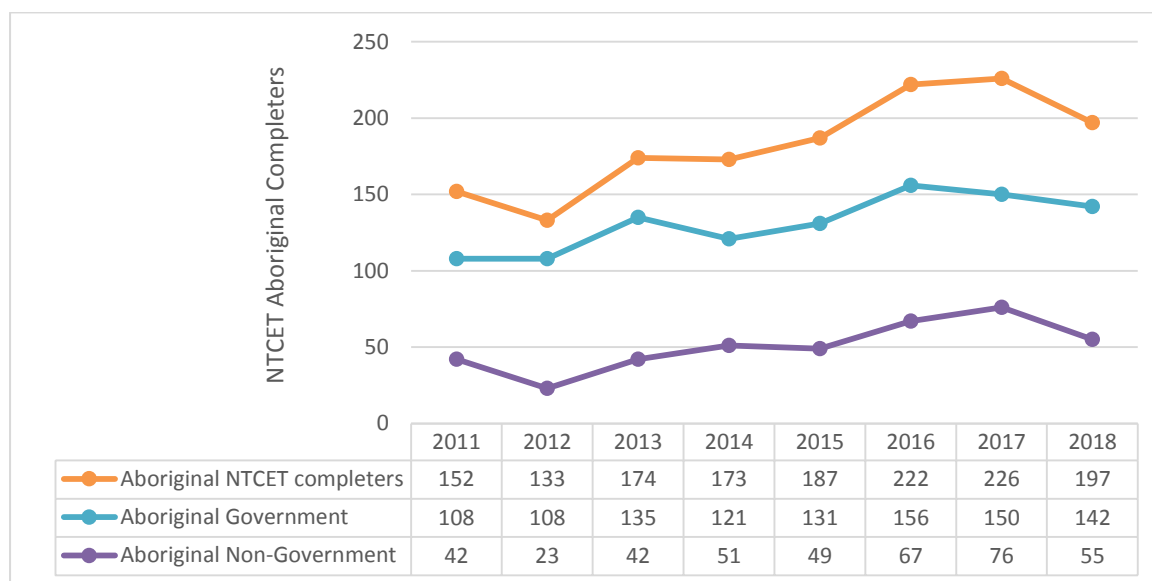


Figure 7 analysis

Comparison of 2017 to 2018 data

- The percentage of Aboriginal completers has remained more stable in government schools than non-government schools
- 72 per cent of Aboriginal NTCET completers studied in a government school in 2018 compared to 66 per cent in 2017

Longitudinal Data

Table 1 Students enrolled as Year 12 compared to NTCETs issued from 2011 to 2018

Year	Total Year 12 Students*	Potential Completing Students**	Year 12 Female*	Year 12 Male*	NTCET Issued	NTCET Female	NTCET Male
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 2018 Age Grade Census.

Table 1 analysis

- The percentage of Year 12 students attaining an NTCET has remained steady for the last three years
- There is a steady maintenance in conversion of potential completion to NTCETs issued at 96 per cent
- Females recorded a higher rate of attainment of NTCET completion in 2018 than males

Top 20 NTCET and Merit Students

The top 20 NTCET students in the Northern Territory are recognised every year by the Northern Territory Board of Studies. These students gained university aggregates that ranged from 83.3 to 88.3 out of 90. Of the top 20 students, 11 (55 per cent) were male and nine (45 per cent) were female.

Six of the top 20 students were from Darwin High School, five from The Essington School Darwin, five from St Philips College and one each from Good Shepherd Lutheran College, NT Christian College, O'Loughlin Catholic College and Palmerston Senior College respectively.

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).

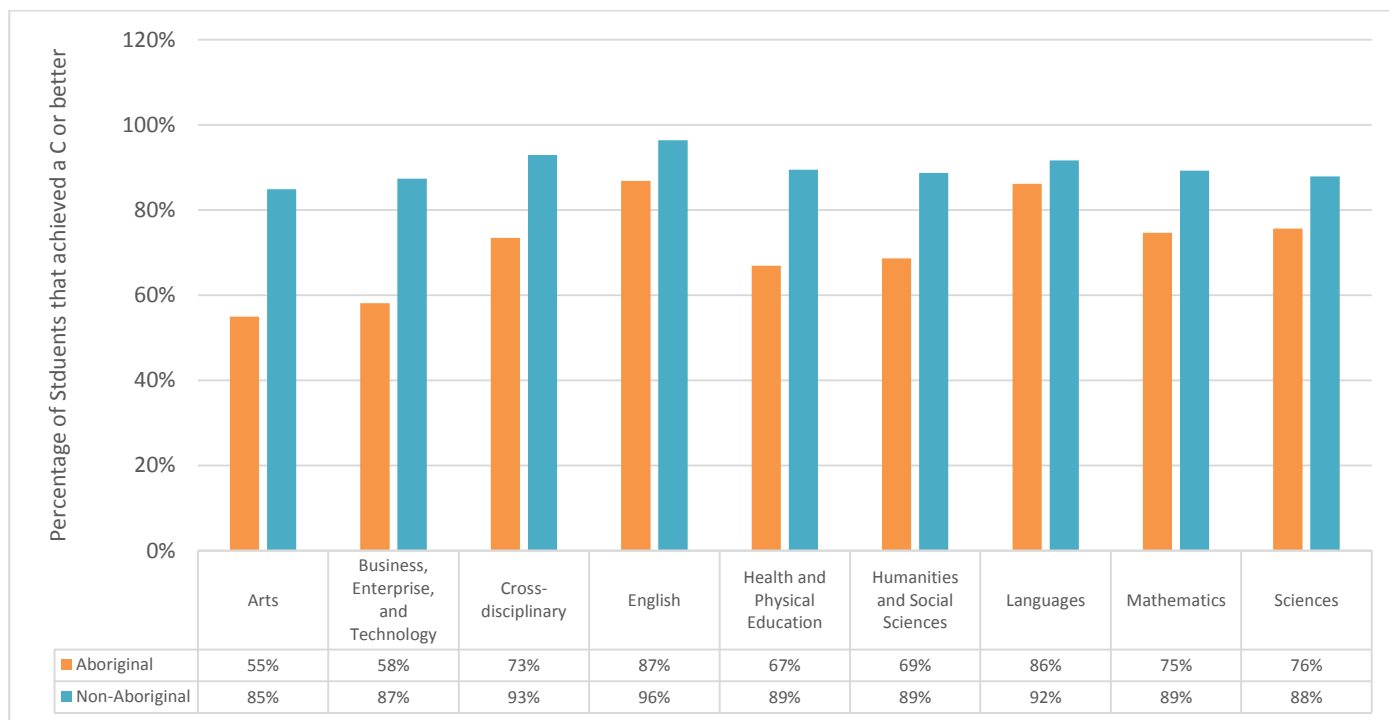
Thirty-one A+ merits were awarded to 28 students in 18 subjects from ten schools. One student achieved A+ merits in three subjects and another student achieved A+ merits in two subjects.



Stage 1 Results

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

Figure 8 Stage 1 results by Learning Area 2018*



*Data extracted from BIC database on 10 May 2019

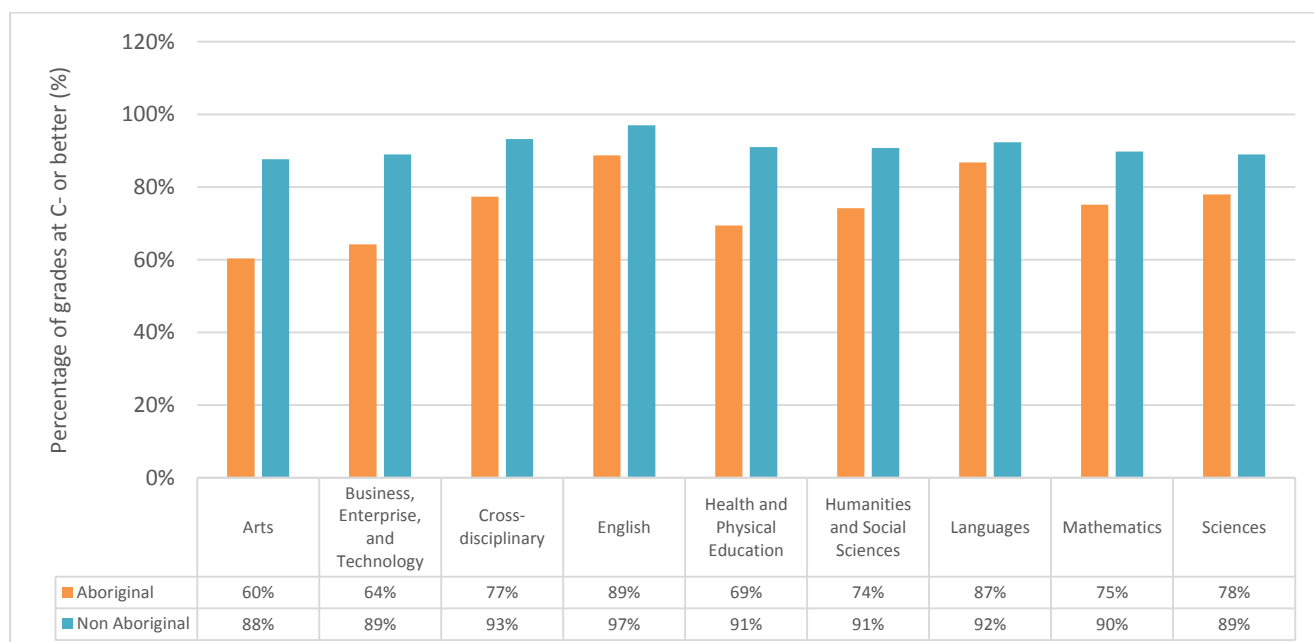
Figure 8 Analysis

- The number of Aboriginal students obtaining a grade of C or above at Stage 1 is on average 18 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 (nine per cent), languages (six per cent) followed by the sciences (12 per cent) and mathematics (14 per cent)
- The greatest difference between Aboriginal and non-Aboriginal students obtaining a grade of C or above is in business enterprise and technology (29 per cent) and the arts subjects (30 per cent)
- Aboriginal students' highest performance was in English (87 per cent) followed by languages (86 per cent)
- Non-Aboriginal students' highest performance was in English (96 per cent) and cross-disciplinary subjects (93 per cent)

Stage 2 Results

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

Figure 9 Stage 2 results by Learning Area, 2018*



* Data extracted from BIC database on 10 May 2018

Figure 9 analysis

- The number of Aboriginal students obtaining a grade of C- or above at Stage 2 is on average 16 per cent lower than that of non-Aboriginal students across all learning areas
- The smallest differences in the percentage of students obtaining a grade of C- or above are in languages (five per cent) and English (eight per cent)
- The greatest difference between Aboriginal and non-Aboriginal students obtaining a grade of C- or above is in the arts (28 per cent) and business enterprise and technology (25 per cent)
- Aboriginal students' highest performance was in English (89 per cent)
- Non-Aboriginal students' highest performance was also in English (97 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	2018
Number of students who completed the NTCET with VET	677*
Number of students who completed the NTCET and would not have done so without VET	393*

*2017 NTCET Completers VET Data as extracted on 18 December 2018.

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.

Forty-nine per cent of students completed VET competencies and an NTCET (44 per cent in 2017). Twenty-nine per cent of students used VET to complete their NTCET (26 per cent in 2017).



2018 vocational education and training delivered to secondary students

The Department of Education's Industry Training Programs branch within the Education Policy and Programs business unit provides funding, industry connection and school support for students accessing VET across urban, regional and remote areas of the Northern Territory. This includes the development and management of industry partnerships and pathways to transition students into the work place.

In 2018, VET enrolments decreased by 43 students. This is a 1.8 per cent decrease in comparison to 2017. However, completions of VET qualifications increased by 19 per cent when compared to 2017.

Overall VET data 2018

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.

2018 Northern Territory students' enrolled in VET

Government	Non-government	Total
1536	760	2296

2018 Northern Territory students' with VET qualification completed

Qualification Level	Non-government	Government	Total
Students who completed a Certificate I, II, III or IV qualification	413	763	1176

2018 Northern Territory students' School-Based Apprenticeships and Traineeships

Government	Non-government	Total
113	34	147

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

2018 Northern Territory students' VET Structured Work Placements

Government	Non-government	Total
289	97	386

- The total number of placements was 603. Four hundred and fifty-six placements for government schools, 147 placements for non-government schools, ie some students undertake more than one placement in a year.

In 2018, 264 businesses participated in the Structured Work Placement Program which sees businesses host students participating in VET to strengthen their practical application in the industry.

Snapshot of VET programs in 2018

The Pastoral Futures Program including equine

This program runs across the Northern Territory and targets those students interested in working in 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.

School	Results 2018	Full Certificate	Enrolments
Taminmin College	Certificate I in AgriFood	12	13
	Certificate II in Rural Operations	3	5
	Certificate III in Agriculture	9	11
Katherine High School	Certificate II in Rural Operations	0	12
Tennant Creek High School	Certificate I in AgriFood	3	3
	Certificate II in Rural Operations	2	12
Centralian Senior College	Certificate II in Rural Operations	0	6
	Certificate III in Agriculture	0	4
Yirara College	Certificate I in AgriFood	4	4
	Certificate II in Rural Operations	0	2

Middle Years Training Centre

This centre delivers Certificate I in Manufacturing (Pathways) and hosts students from six middle schools in the Darwin area.

School	Full Certificate	Student Enrolments
Taminmin College	5	21
Nightcliff Middle School	13	27
Dripstone Middle School	13	27
Palmerston College	1	2
Darwin Middle School	6	22
Sanderson Middle School	11	22

Maritime Academy

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 one 8.9 metre boat, four 7.4 metre boats and four 5.1 metre boats based in Nhulunbuy, Casuarina Senior College, Milingimbi, Yirrkala School, Maningrida School and Shepherdson College. Links to ranger groups and other maritime related areas such as barge companies, water police, surf life saving and fisheries.

School	Course	Enrolments	Completions
Shepherdson College	Recreational boating as an engagement program	No VET outcomes as students participated in pre-VET with the intention of transitioning to VET in 2019	
Milingimbi	Recreational boating as an integrated learning subject Elements of Shipboard Safety Skill Set Certificate I Maritime Operations	Seven Certificate I in Maritime Operations	Three Certificate I in Maritime Operations
Yirrkala/Yirrkala Homelands	Recreational boating as an engagement program Elements of Shipboard Safety Skill Set	Four elements of Shipboard Safety Skill Set	Four elements of Shipboard Safety Skill Set
Nhulunbuy	Certificate I in Maritime Operations Certificate II in Maritime Operations	12 Certificate I in Maritime Operations One Certificate I in Maritime Operations	Eight Certificate I in Maritime Operations One Certificate I in Maritime Operations
Casuarina Senior College	Recreational boating as an integrated learning subject Certificate II in Maritime Operations Certificate III in Fishing Operations	Twelve Certificate II in Maritime Operations Eight Certificate III in Fishing Operations	Nine Certificate II in Maritime Operations Three Certificate III in Fishing Operations
Maningrida School	Recreational boating as an integrated learning subject Elements of Shipboard Safety Skill Set Certificate I in Maritime Operations to be run in 2019	Nine	

Northern Territory Police, Fire and Emergency Services Cadets Program

The Northern Territory Police, Fire and Emergency Services (NTPFES) and the Department of Education have partnered to offer students in the Darwin, and since 2018, Alice Springs regions, Certificate III in Business and Certificate II in Community Engagement growing a workforce in the public sector.

The program is in its fourth year with 48 graduates to date 21 employed within the NTPFES including three sworn auxiliary officers.

Current:

- SQUAD 1/2015: 12 Darwin region students graduated in 2016
- SQUAD 2/2016: 15 Darwin region students graduated in 2017
- SQUAD 3/2017: 18 Darwin region students graduated in 2018
- SQUAD 4/2018: 17 Darwin region students in second year of cadets program 2019
- SQUAD 5/2018: 15 Alice Springs students commenced, three graduated in 2018 (Year 12 students). Eight to continue into second year in 2019
- SQUAD 6/2019: 23 students commenced as cadets in Darwin
- SQUAD 7/2019: 17 students commenced as cadets in Alice Springs

Learning on Country:

A federally funded program which brings together Indigenous Land and Sea Rangers, schools, scientists and Indigenous land owners 'on country' to learn literacy, numeracy, science and work skills as well as local Indigenous knowledge. The schools below utilise VET to contribute to the career pathways that the local ranger groups provide.

School	Course	Enrolments	Completions
Milingimbi School	Skill Set - elements of Shipboard Safety Certificate I in Maritime Operations	7	3
Shepherdson College	Certificate I in Conservation and Land Management	12	1
Maningrida School	Certificate I in Conservation and Land Management	10	2
Yirrkala School	Certificate II in Conservation and Land Management	8	

Arnhem Land Progress Association Partnership

A partnership with the Arnhem Land Progress Association (ALPA) and Swinburne University to deliver Certificate II in Construction Pathways in Milingimbi, Elcho Island and Ramingining. ALPA is working closely with Swinburne University and each school in providing students with work exposure and employment options as part of the program. The Department of Education is overseeing the projects and are ensuring schools are adequately resourced for the purpose of training. This is a long term partnership and a memorandum of understanding has been signed between the Department of Education and ALPA.

School	Course	Full Certificate	Enrolments
Milingimbi School	Certificate II in Construction Pathways	Continuing until 2019	10
Shepherdson College	Certificate II in Construction Pathways	Continuing until 2019	18
Ramingining	Certificate II in Construction Pathways	Continuing until 2019	12



Yirara College Alice Springs - VET Certificate I in Hospitality

Appendix 1

Northern Territory Board of Studies Student Awards 2018

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 2018 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 2019.

	Award	Sponsor
1	Administrator's Medal (Primary Years (Year 6) students)	Administrator of the Northern Territory
2	Administrator's Medal (Middle Years (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	Certificates 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
9	Ian MacGregor Rotary award for English Literary Studies	Rotary Club of Darwin
10	Ian MacGregor Rotary award for English	Rotary Club of Darwin
11	Iain Smith Rotary award for History	Rotary Club of Darwin
12	Information Technology award	Australian Computer Society NT
13	International Baccalaureate Certificates of Merit	Australian International Baccalaureate Office
14	Karmi Sceney Remote Indigenous Excellence and Leadership award	Department of Education
15	Karmi Sceney Urban Indigenous Excellence and Leadership award	Department of Education
16	Languages award	Northern Territory Board of Studies
17	Legal Studies award	Law Society Northern Territory
18	Mathematics award	Department of Treasury and Finance

19	Most Outstanding International Baccalaureate student	Minister for Education
20	Most Outstanding Stage 2 NTCET student	Chief Minister
21	Most Outstanding Stage 2 NTCET Aboriginal student	Chief Minister
22	Most Outstanding Stage 2 NTCET Northern Territory School of Distance Education student	Chief Minister
23	Music School award	Northern Territory Music School
24	Physical Education award	Australian Council for Health, Physical Education and Recreation (NT)
25	Physics Award	Australian Meteorological and Oceanographic Society
26	Sally Bruyn Senior Primary School Science award	Department of Education
27	School Based Apprentice or Trainee award	GTNT
28	Science award	Australian Veterinary Association (NT Division) Dennis Thomson Memorial
29	Telstra Remote Aboriginal student award	Telstra
30	Top Aboriginal Australian Tertiary Admission Ranked award	Pro Vice-Chancellor Indigenous Leadership CDU
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 NT
34	Vocational Education and Training award Year 11	Minister for Education
35	Vocational Education and Training award Year 12	Minister for Education

2018 Award Winners

Chief Minister's Awards	Name	School
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training student	Connor Marshall	Good Shepherd Lutheran College
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Aboriginal student	Kaimani Hendry	St Philip's College
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training NT School of Distance Education student	Sandra Jestin and Tahlia Lester	NT School of Distance Education



Sandra Jestin and Connor Marshall with the Hon Selena Uibo, Minister for Education

□

Administrators Medal awards	Name	School
Administrator's Medal Year 6	Miao Zeng	Larapinta Primary School
Administrator's Medal Year 9	Olivia Anderson	Darwin Middle School



Olivia Anderson with the Hon Selena Uibo, Minister for Education

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

Name	School	University Aggregate	ATAR	Rank
Connor Marshall	Good Shepherd Lutheran College	88.30	99.70	1
Nafi Mazid	Darwin High School	88.20	99.70	2
Tahlia Curry	The Essington International School Darwin	87.25	99.40	3
Dominic Boffa	St Philip's College	86.90	99.30	4
Finlay Dale	Palmerston College	85.65	98.80	5
Evan Keith	Darwin High School	85.30	98.60	6
Aidan Hookey	St Philip's College	85.20	98.60	7
Philip Sullivan	St Philip's College	85.05	98.50	8
Morgan Gurry	Darwin High School	84.80	98.35	9
Matthew Chapman	Darwin High School	84.50	98.15	10
Arne Orstavik	The Essington International School Darwin	84.45	98.10	11
Imogen Bowden	O'Loughlin Catholic College	84.30	98.00	12
Rose Dixon-Campbell	The Essington International School Darwin	84.15	97.90	13
Sam Haywood	St Philip's College	84.15	97.90	13
Freya Stephenson	Darwin High School	84.10	97.85	15
Andrew Northcote	Darwin High School	84.00	97.80	16
Maddison Purnell	The Essington International School Darwin	83.90	97.70	17
Jenna Considine	The Essington International School Darwin	83.80	97.65	18
Chante Tabart	St Philip's College	83.75	97.60	19
Leah Beissel	NT Christian College	83.50	97.45	20

Charles Darwin University Top Ten Australian Tertiary Admission Rank awards

Name	School
Connor Marshall	Good Shepherd Lutheran College
Nafi Mazid	Darwin High School
Tahlia Curry	The Essington International School Darwin
Dominic Boffa	St Philip's College
Finlay Dale	Palmerston College
Evan Keith	Darwin High School
Aidan Hookey	St Philip's College
Philip Sullivan	St Philip's College
Morgan Gurry	Darwin High School
Matthew Chapman	Darwin High School



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

Year 12 Certificates of Merit

Name	Subject	School
Jana Scholz	Research Project B	Casuarina Senior College
Zara Fernando	Research Project B	Casuarina Senior College
Poojana Thotawatta	Spanish (beginners)	Centralian Senior College
Yuin Yeh Ho	Communication Products I	Darwin High School
Cassidee Smith	General Mathematics	Darwin High School
Morgan Gurry	Research Project B	Darwin High School
Evan Keith	English Literary Studies	Darwin High School
Polly Roberts	Creative Arts	Darwin High School
Lachlan Anderson	Modern History	Darwin High School
Nafi Mazid	Physics, Specialist Mathematics	Darwin High School
Alisa Mai	Scientific Studies	Darwin High School
Freya Stephenson	Women's Studies	Darwin High School
Connor Marshall	Physics, Mathematical Methods and Chemistry	Good Shepherd Lutheran College
Cameron Brodie	Workplace Practices	Good Shepherd Lutheran College
Rodney Nyandoro	Scientific Studies	Katherine High School
Oliver Veale	English	Nhulunbuy High School
Lara Stimpson	English	Nhulunbuy High School
Connor Schiller	Workplace Practices	O'Loughlin Catholic College
Kaylyn O'Dwyer	Integrated Learning B	Our Lady of the Sacred Heart Catholic College (NT)
Dominic Boffa	English Literary Studies	St Philip's College
Philip Sullivan	English Literary Studies	St Philip's College
Rose Dixon-Campbell	Modern History	The Essington International School Darwin
Maddison Purnell	Health	The Essington International School Darwin
Kyra McInerney	Communication Products I	The Essington International School Darwin
Gemma Antonino	Psychology	The Essington International School Darwin
Tahlia Curry	English Literary Studies	The Essington International School Darwin
Hamish McDonald	Communication Products I	The Essington International School Darwin
Jenna Considine	Health	The Essington International School Darwin

International Baccalaureate Certificates of Merit

Name	Subject	School
Macenzie Sach	Theory of Knowledge	Haileybury Rendall School
Denis Staunton	Extended Essay in Physics	Haileybury Rendall School

Sponsored awards

Award	Name	School
Australian Computer Society ICT award for Information Technology	Hannah Tregloan	The Essington International School Darwin
Australian Council for Health, Physical Education and Recreation (NT) Health Education award	Jenna Considine	The Essington International School Darwin
Australian Council for Health, Physical Education and Recreation (NT) Physical Education award	Sophie Gaynor	Our Lady of the Sacred Heart Catholic College
Australian Meteorological and Oceanographic Society Physics award	Nafi Mazid	Darwin High School
Australian Veterinary Association (NT) Dennis Thomson Memorial Science award	Connor Marshal	Good Shepherd Lutheran College
CDU Top Aboriginal Australian Tertiary Admission Rank award	Kaimani Hendry	St Philip's College
Department of Trade, Business and Innovation award for Business and Enterprise	Alisa Mai	Darwin High School
Department of Treasury and Finance Mathematics award	Cassidee Smith	Darwin High School
GTNT School-Based Apprentice award	Matthew Woods	O'Loughlin Catholic College
International Association of Hydrogeologists Geography award	Zachariah Zorn	Good Shepherd Lutheran College
International Baccalaureate Most Outstanding Student award (two equal winners)	Macenzie Sach Denis Staunton	Haileybury Rendall School Haileybury Rendall School
Ian MacGregor Rotary award for English Literary Studies	Dominic Boffa	St Philip's College
Ian MacGregor Rotary award for English	Oliver Veale	Nhulunbuy High School
Iain Smith Rotary award for History	Rose Dixon-Campbell	The Essington International School Darwin

Sponsored awards (continued)

Award	Name	School
Languages award	Jessica Aryanto	St John's Catholic College
Law Society Northern Territory Legal Studies award	Tahlia Curry	The Essington International School Darwin
Karmi Sceney Aboriginal Urban Excellence and Leadership awards	Elton Huddleston	NT Christian College
Karmi Sceney Aboriginal Remote Excellence and Leadership awards	Corben Nabanardi	Jabiru Area School and the Northern Territory School of Distance Education
Mathematics Teachers Association of the NT Vic Czernezkyj Mathematics award	Nafi Mazid	Darwin High School
Menzies School of Health Research Biology award	Leah Beissel	NT Christian College
Year 11 Vocational Education and Training award	Elise Palmer	Centralian Senior College and Alice Springs Language Centre
Year 12 Vocational Education and Training award	Grace Tuiono	O'Loughlin Catholic College
NT Music School Music award	Joel Keith	Darwin High School
Royal Australian Chemical Institute Chemistry award	Connor Marshall	Good Shepherd Lutheran College
Sally Bruyn Senior Primary School Science award	Anais Henry-Martin	Stuart Park Primary School
Telstra Remote Indigenous student award	Tahlia Lester	Northern Territory School of Distance Education



Grace Tuiono – Year 12 VET awardee

Northern Territory Board of Studies 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 2018 school year are listed below:

Year 12 awardees

Name	School
Tayla Selfe	Casuarina Senior College
Ravneet Shinmarh	Centralian Senior College
Nafi Mazid	Darwin High School
Connor Marshall	Good Shepherd Lutheran College
Oliver Veale	Nhulunbuy High School
Leah Beissel	NT Christian College
Nisa Howie	Northern Territory School of Distance Education
Imogen Bowden	O'Loughlin Catholic College
Nirali Panchal	Our Lady of the Sacred Heart Catholic College
Finlay Dale	Palmerston College
Rickisha Gaykamangu	Ramingining School
Jessica Aryanto	St John's Catholic College
Matia David	St Joseph's Catholic College
Hannah Verdillo	Tennant Creek High School
Jordan McKean	Taminmin College
Brock Graham	Taminmin College
Tahlia Curry	The Essington International School Darwin

Year 12 Aboriginal awardees

Name	School
Ethan Cameirao	Casuarina Senior College
Kaylee Howard	Centralian Senior College
Jo-Hannah Wright	Darwin High School
Isaac Ah Mat	Good Shepherd Lutheran College
Rachel Possingham	NT Christian College
Tahlia Lester	Northern Territory School of Distance Education
Aidan Singleton	O'Loughlin Catholic College
Meg Sutton	Our Lady of the Sacred Heart Catholic College
Shanae Klaas	Palmerston College
Rhianna Gaykamangu	Ramingining School
Junaidah Mamid	St John's Catholic College
Kahl Buckley	St Joseph's Catholic College
Kirsty White	Tennant Creek High School
Kimberley Fawcett	Taminmin College
Dylan Russell	The Essington International School Darwin

Year 12 – Personal Learning Achiever awardees

Name	School
David Marshall	Casuarina Senior College
Skye Lander	Centralian Senior College
Shaakya Weerasundera	Darwin High School
Brynn Atkinson	Good Shepherd Lutheran College
Cassandra Mann	Nhulunbuy High School
Liam Craighead	NT Christian College
Amy Craig	O'Loughlin Catholic College
Cody Johnson	Our Lady of the Sacred Heart Catholic College
Conor Hoyne	Palmerston College
Shaneeeka Gaykamangu	Ramingining School
Georga Dehne	St Joseph's Catholic College
Jamarn Hampton	Tennant Creek High School
Lachlan Doherty	Taminmin College
Nicholas Gregory	The Essington International School Darwin

Year 9 awardees

Name	School
Nyk Balanay	Alice Springs School of the Air
Alana Chalmers	Araluen Christian College
Morgan Tupe	Centralian Middle School
Olivia Anderson	Darwin Middle School
Jacinta Saynor	Dripstone Middle School
Tiana Gaffney	Good Shepherd Lutheran College
Hannah Johnson	Katherine School of the Air
Olivia Rothwell	Marrara Christian College
Kittinan Hart	Nhulunbuy Christian College
Tiannah Piddick	Nhulunbuy High School
Bea Rivera	Our Lady of the Sacred Heart Catholic College
Elisha Pettit	O'Loughlin Catholic College
Sharmayne Rizaldo	Palmerston College
Liam Jong	Palmerston Christian School
Shaneen Gaykamangu	Ramingining School
Angelina Ocampo	Sanderson Middle School
Emma Bates-Brannan	Sattler Christian College
Rehan Palamattom	St Joseph's Catholic College
Cadence Kavanagh	St John's Catholic College
Jessica Broadway	Taminmin College
Victoria Lyngaae	The Essington International School Darwin
Megan Rollings	The Essington International School Darwin
Joel Verdillo	Tennant Creek High School

Year 6 awardees

Name	School
Amahla Hoffman-Dalton	Alawa Primary School
William Nicolle	Alice Springs School of the Air
Cerys Mahood	Alyangula Area School

Year 6 awardees continued

Name	School
Cassia Latz	Anula Primary School
Vivienne Murray	Araluen Christian College
Maz Marchant	Bakewell Primary School
Tahlia Freijah	Bees Creek Primary School
Lola Jakob	Casuarina Street Primary School
Ruby Rosas	Clyde Fenton Primary School
Marquie Cabahug	Driver Primary School
Jack Morton	Durack Primary School
Charlotte Rowan	Gillen Primary School
Lily Nicholson	Girraween Primary School
Maisie Davis	Good Shepherd Lutheran College
Ashleigh	Holy Family Catholic School
Ava Stieber	Holy Spirit Catholic Primary School
Brianna Gill	Howard Springs Primary School
Yao Yuan Hu	Humpty Doo Primary School
Tom Browne	Jingili Primary School
Tess Ford	Karama Primary School
Miao Zeng	Larapinta Primary School
Joshua Smith	MacFarlane Primary School
Ryan Donoghue	Malak Primary School
Justin Ngo	Manunda Terrace Primary School
Isaiah Macdonald	Marrara Christian College
Blake Hayes	Middle Point School
Oliver Chapman	Moil Primary School
Debra Zhang	Nakara Primary School
Liam MacMahon	Nhulunbuy Primary School
Daniel Hetharia	Nhulunbuy Christian College
Thomas Kuswadi	Nightcliff Primary School
Paddy van der Geest-Hester	Our Lady of the Sacred Heart Catholic College
Jordyn Cook	Palmerston Christian School
Pauline Managaygay	Ramingining School
Ellanora Dickson	Robinson River School
Lydia Budrikis	Ross Park Primary School
Ian Odhiambo	Sacred Heart Catholic Primary School
Jasmine McGinness	Sadadeen Primary School
Mackenzie Brooks	Sattler Christian College
Massimo Gazzola	St Francis of Assisi Catholic Primary School
Tyler Brockman	St Joseph's Catholic College - Katherine
Zach Hansen	St Paul's Catholic Primary School
Aaron Madelo	Stuart Park Primary School
Rupendren Manimaran	The Essington International School Darwin
Jarius Tilmouth	Ti Tree School
Lathan Guyula	Warruwi School
Nathan Maglasang	Wagaman Primary School
Brody Zoldak	Wulagi Primary School
Nathaniel Freeland	Wanguri Primary School
Shaana McTaggart	Woolianna School
Isabella Walsh-Evans	Woodroffe Primary School
Christian Cejas	Yulara School

SACE SUBJECTS

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

Stage 1 Subjects for 2018

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
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)
Armenian (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: 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 2018

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 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)
Ukrainian (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
Scientific Studies: Local Program
Scientific Studies: Modified

NTBOS acknowledges and thanks Territory businesses, organisations, individuals and government agencies that provided generous sponsorship for the 2018 Northern Territory Board of Studies student awards.



Australian Meteorological & Oceanographic Society



International Association of Hydrogeologists

