



Northern  
Territory  
Government

NORTHERN TERRITORY BOARD OF STUDIES

# Annual Report

## 2014

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

21 July 2015

Dear Minister

On behalf of the Northern Territory Board of Studies and in accordance with section 10T of the *Education Act*, I have pleasure in submitting the Board's report for 2014.

Yours sincerely

A handwritten signature in black ink that reads "Ralph Wiese".

Ralph Wiese  
Chair



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## ***Report from the Chair***

This report covers the 2014 calendar year and is the twelfth Annual Report of the Northern Territory Board of Studies (the Board) since changes were made to the *Education Act* in 2002.

The Board is an independent authority established under section 10 of the *Education Act* that provides advice on curriculum, assessment, reporting and certification for all Northern Territory schools, government and non-government, to the Minister for Education and the Chief Executive of the Department of Education. The board also works with other authorities on education matters, issues certificates of educational attainment and maintains records on student achievement.

The Board is comprised of sixteen members representing parents, employers, principals, teachers, post-school educators, unions, government and non-government school sectors and the Indigenous community. Observers from other stakeholder groups also attend board meetings.

A key focus for the board over the past year has been around the implementation of the Australian Curriculum in the Northern Territory in light of the potential curriculum changes as a result of the Australian Curriculum Review. The Board and its operational arm, School Support Services, within the Department of Education, continue to work with cross sector stakeholders to provide responses to the Australian Curriculum, Assessment and Reporting Authority.

The Northern Territory Board of Studies Work Plan (2013 to 2015) led and guided the Board's work around curriculum planning and student achievement into the future.

Indigenous education outcomes continue to be monitored. The Board is committed to the improvement of Indigenous education learning outcomes at all levels of schooling.

The Board of Studies website is regularly updated and an information bulletin is produced four times a year.

As Chair of the Board I attended Board student award ceremonies in Alice Springs and Darwin. These activities showcase the excellent achievements of Northern Territory students, their teachers and schools and affirm and celebrate the high standard of Territory education.

I would like to acknowledge the commitment of fellow Board members for their willingness to work towards improving learning outcomes in the Territory and their professional engagement with the diverse range of issues and initiatives that have been considered throughout the year.

On behalf of the Board I express appreciation to officers in the Department of Education for the work undertaken to support the work of the Board, in particular, members of the Curriculum Assessment and Standards division.

And finally I would like to recognise a long serving Board member, Ms Sharon Duong, who recently completed her second term on the Board. Sharon led the Board through an exceptionally busy period of results release and award ceremonies in 2013 when the Board was chair-less. She gave her time and expertise to participate in numerous Board working groups and was committed to improving learning outcomes for Territory students. I wish her well in her future endeavors.

A handwritten signature in black ink, appearing to read "Ralph Wiese". The signature is written in a cursive style with a large initial 'R'.

Mr Ralph Wiese  
Chair

21 July 2015

## Functions of the Board

The functions of the Board are to:

- (a) 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 encompass the needs of all students in the Territory school education system
  - (ii) establishing and maintaining procedures for student assessment, reporting and certification
  - (iii) monitoring, evaluating and reporting on student performances
  - (iv) improving student outcomes
  - (v) government policy that impacts on the Board's functions.
  
- (b) co-operate and consult with prescribed authorities or bodies engaged in education and related matters.

The Board may determine which certificates are to be issued to a person in respect of their educational attainments, and must issue a certificate to a person whose educational attainments, as assessed or determined in accordance with this section, qualify for such issue.

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

In exercising all its powers and in the performance of its functions, the Board is subject to the directions of the Minister for Education.

# Overview

## Boards of Studies

Boards of Studies exist under various names in all Australian states and territories. Although their functions vary, they have a number of common educational purposes including:

- to allow widespread community input
- to bring together all schools in establishing common directions
- to ensure fairness for all students
- to establish the curriculum for the stages of schooling
- to provide for assessment of student learning
- to control certification of student achievement.

## Establishment of the Board

The Northern Territory Board of Studies was established in 1984 by amendment to the *Education Act*. The Education (Board of Studies) Regulations prescribe the interest groups or bodies from which members are drawn and the manner in which prospective members are to be nominated.

The Board promotes a common curriculum for the compulsory years of schooling which is designed to provide a challenging level of education for all learners, whatever their aspirations and abilities, and to ensure that all learners have the opportunity to learn and achieve in recognised areas.

In the pursuit of equity, the Board fosters the fullest participation in education of groups and individuals for whom participation may involve special challenges. Student achievement is recognised through an inclusive framework of certification that aims to ensure every young person leaves school with appropriate educational achievements, qualifications and documentation.

## Membership

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

## Board Member Profiles - as they were in 2014



**Ralph Wiese**  
**Chair**

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

**Sharon Duong**  
**Member nominated by the Catholic Education Office, Northern Territory**



Mrs Sharon Duong is Deputy Director – Teaching and Learning, Catholic Education Northern Territory for the Diocese of Darwin. Sharon leads the team in supporting NT Catholic schools in teaching and learning, pastoral care and wellbeing, professional learning and leadership development. Her areas of particular interest are in senior secondary curriculum including vocational education, English as a Second Language, inclusive education and flexible learning options. She is a strong advocate for all students to develop as whole persons and to experience success in all aspects of the curriculum. Sharon's previous experiences are as Senior Education Adviser and Indigenous Education Consultant for Catholic Education South Australia. Prior to that, she was a coordinator of ESL and Special/Adaptive Education T-12 and senior secondary teacher at St Aloysius College, Adelaide. Sharon's formal qualifications include Master of Catholic Education, Master of Education, Diploma in Education and Bachelor of Arts.

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



Mr Martin Glass is the Regional Coordinator for Central Australia for the Memorandum of Understanding between the Australian Government and the Minerals Council of Australia working to facilitate Indigenous employment and enterprise outcomes in the resources sector. Martin is currently developing a remote Indigenous fly in fly out strategy for the Australian Government.

Martin's 20 year career with the Australian Defence Force culminated with his Command of Norforce based in the Northern Territory. Since that time, he has held senior operational positions within global corporate organisations and Australian national companies, including not for profit non-government organisations. He has been involved in Indigenous education and training since his time as Commanding Officer of Norforce with the Australian Army. He is passionate about creating opportunities to bridge the cultural divide and has conducted a number of Indigenous employment programs. Martin has educated his children in both government and non-government schools within the Northern Territory, New South Wales, Queensland and Victoria. He and his family live in Alice Springs and his daughter attends Our Lady of the Sacred Heart College.



**Andrew Leslie**

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

Mr Andrew Leslie has over 15 years' experience in teaching, senior level administration, leadership and pastoral positions. In his current position as Principal, Centralian Middle School, he led the development and implementation of a number of programs, policies, guidelines and systems to initiate improvement and maintain high educational standards and pastoral care.



**Wendy Troe**

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

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



**Susan Bowden**

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

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



**Professor Peter Kell**

**Member who represents post-school education**

Professor Peter Kell is Head of the School of Education at Charles Darwin University. Professor Kell was appointed to Charles Darwin University in May 2011 and was previously the Director of the UNESCO-UNEVOC centre at the Hong Kong Institute of Education. Peter has a background as a teacher in Technical and Further Education, Correctional Education and Tertiary Outreach. Peter has previously worked at the University of Wollongong, RMIT University and James Cook University and has wide experience in pre-service and postgraduate teacher education and research in education. Peter's current research includes international research projects on overseas volunteering, global student mobility and international literacy and numeracy testing.

**Gail Smith**

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



Gail Smith has lived in the Northern Territory for 40 years and has worked in the education sector for over 25 years. Her experience has been gained across sectors, originally working at the old Darwin Community College at the time it changed to Darwin Institute of Technology and the year Teacher Education moved from Winnellie and joined the campus at Casuarina. After studying there, her first teaching job was with Catholic Education which continued for 11 years when she then joined the Education Department in 1999. Her positions have included classroom teaching, teacher trialling the Computer Based Learning class at Stuart Park, Project Manager Learning Technology (LT) heading up the writing of LT for the Northern Territory Curriculum Framework, Assistant Principal at both Nightcliff and Gray Primary Schools, corporate positions such as Manager Layer 2 Support Materials and Manager Literacy Improvement in the Curriculum Division and more recently, Principal of Moulden Park School and Neighbourhood Centre and currently Principal of Rosebery Primary School for the past three years. Gail has worked in a wide range of areas within education and her formal qualifications include a Diploma of Teaching, Bachelor of Education, Graduate Diploma of Leadership and Change Management and a Master of Education.

**Hugh Roberts**

**One of two members who represent the interests of employers**



Mr Hugh Roberts is the Education, Employment and Training Advisor at the Chamber of Commerce NT. Hugh develops policy on employment, education and training for the Chamber of Commerce NT and is a member of the Australian Chamber of Commerce's Education, Employment and Training Committee. Hugh provides targeted information and support to Chamber members and other businesses and employers relating to education and training as well as workforce planning and development. He is a qualified careers adviser and vocational education and training practitioner and has experience managing a registered training organisation. He is a member of the Career Educators Association of the Northern Territory and is an active member of the Top End Education and Training Network. Hugh is passionate about providing all NT students with a rounded education focused on academic excellence, literacy, numeracy, communication and other employment skills to assist their transition into the world of work or into higher education.

**Pauline Schober**

**Member who represents the interests of Indigenous people**



Ms Pauline Schober was born in the Northern Territory and is an Indigenous teacher currently working in Indigenous education policy. Pauline was a previous member of the Northern Territory Indigenous Education Council contributing to the development of their Strategic Plan 2009-2012. Pauline is the proud mother of four children who are at varying schooling levels, including middle and senior school and has recently graduated from Charles Darwin University with a Master of Education. She is actively involved in the wider community through sport. Pauline is a strong advocate for the Indigenous community and brings her first hand experiences and knowledge as an Indigenous pupil, educator and parent plus cross cultural understanding and perspective to the Board.

**Heather Thompson**  
**Member nominated by Unions NT**



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

**Glynis Hester**  
**Member nominated by the Northern Territory branch of the Australian Education Union**



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

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



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

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



Mr Graham Mauger worked in education for 33 years, in various positions including teacher, assistant principal, principal, education adviser and regional superintendent. Mr Mauger also spent two years with the Department of Sport and Recreation as the events manager and general manager of the Arafura Games. Mr Mauger retired from education in 2001 but continues to work in a variety of positions including test invigilator with the Australian Council of Educational Research. Currently Mr Mauger is Chairperson of the Durack Primary School Council, Vice Chairperson of the Darwin High School Council and is an Executive Member of the Council of Government Schools Organisation. He holds a Bachelor of Education.



**Gail Barker**

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

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

**Vacant**

**Member representing the interests of employers**

## Matters and reports considered by the Board in 2014

- Analysis of 2013 NAPLAN results
- Analysis of 2013 NTCET results
- Australian Curriculum
- Australian Curriculum: Languages
- Australian Curriculum Implementation in the Northern Territory
- Australian Curriculum, Assessment and Reporting Authority
- Australian Tertiary Admission Rank
- Literacy and Numeracy
- National Assessment Program - Literacy and Numeracy
- National issues and initiatives
- Northern Territory Certificate of Education and Training
- Policies and Guidelines
- SACE Board
- Senior Secondary data release
- SA Universities bonus schemes changes
- Student awards and ceremonies
- Review of Indigenous Education in the Northern Territory
- Reform of the *Education Act* NT (NTBOS component)
- Vocational Education and Training
- Website

## 2014 Meeting Dates

21 March 2014	Darwin
06 June 2014	Darwin
15 August 2014	Darwin
07 November 2014	Darwin

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

## Background

Since 2008, Northern Territory (NT) students have participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). Students sit tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Each year more than a million students in Years 3, 5, 7 and 9 across Australia participate in the tests.

The results from NAPLAN broadly reflect aspects of literacy and numeracy curriculum across all states and territories. They provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands. The NAPLAN tests are intended to provide information about what students know and can do, to be used by teachers to support and inform their judgement about how to assist students to improve their learning outcomes.

Each year a national report<sup>1</sup> is published showing NAPLAN results for each state and territory. Additionally, parents/caregivers are provided with a student report about the performance of their children in relation to that of other students in the same year level at their school as well as across Australia. These reports contain a description of what was assessed in each of the tests.

NT schools also receive comprehensive student performance data through the Reporting and Analysing Achievement Data (RAAD) tool. This compares their students to other students in the same year level across Australia, the NT and in their own school. The RAAD shows each student's level in relation to the Australian Curriculum and their position relative to the National Minimum Standard (NMS) in NAPLAN. The RAAD tool enables school leaders and classroom teachers to analyse student performance information at the individual question level to inform strategic and operational plans at the school, classroom and individual student level.

The [My School website](#) provides information about Australia's schools, including the number of students and teachers at the school as well as NAPLAN performance. Using the My School website, parents and school communities can compare their school's results with neighbouring schools and schools serving similar student populations.

NAPLAN test results are scaled so that the current year results can be compared with those in previous years on the same achievement scale. However, writing results in 2014 should not be compared to years prior to 2011 due to a change in genre. From 2011 to 2014, students have been required to complete a persuasive writing task, a change from previous years (2010 and prior) when students were required to write a narrative or story.

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

Equating one test with another is a complex process and involves some degree of statistical error. For this reason, there may appear to be fluctuations in the average NAPLAN test results from year to year which are not statistically significant. It is only when there has been a meaningful change in the results from one year to the next, or where there has been a consistent trend over several years that statements can be confidently asserted about meaningful change. The 2014 NAPLAN National Report contains additional information about whether changes from 2008 to 2014 are significant. Confidence intervals have also been included in the data presented within this report to indicate significance of changes from one year to the next.

In this report, results are presented by assessment area – focussing on reading, numeracy and writing in line with national reporting practices - and by year level and Indigenous status. Indigenous students include students who have identified as Aboriginal or Torres Strait Islander (or both). Students not stating their Indigenous status are excluded from the data that is presented by Indigenous status. Results for government and non-government (Catholic, independent and Christian) schools are not disaggregated as nationally comparable data is not available at this level.

When examining the results for the NT, it is important to consider that this jurisdiction differs markedly from any other state or territory. It has the smallest population, with the highest proportion of the population living in the most socio-economically disadvantaged areas. It has by far the largest proportion of the population living in remote and very remote areas with the largest proportion of Indigenous population.

The NT has an Indigenous student cohort that is approximately 40 per cent<sup>2</sup> of the total school population, over five times greater than the next largest proportion from any other state or territory. Nearly half of NT students live in remote and very remote areas. Furthermore, a vastly higher proportion of these students are speakers of Indigenous languages from very remote communities compared with any other state or territory. These contextual factors are reflected in the overall results achieved by NT students and have a large impact on the variability observed.

Comparing 'all students' results for the NT with all other states and territories is not a valid comparison when the proportion of Indigenous students, the proportion of very remote students and the overall cohort size are vastly different.

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<sup>2</sup> Source: ABS 4221.0 Schools, Australia; 2014

## **Executive Summary**

### **Performance**

Across all year levels and assessment areas, the proportion of NT students achieving NMS remains consistently lower than other states and territories, and the Australian average. This difference in performance was greater for Indigenous students than non-Indigenous students. Across Australia, Indigenous students did not perform as well as non-Indigenous students.

NT Indigenous students had lower achievement than Indigenous students nationally. The strongest result, in Year 7 numeracy with 48 per cent achieving NMS, remained 32 percentage points lower than the Australian average of 80 per cent for Indigenous students in this test. The lowest achievement rate for NT Indigenous students was in writing for Year 9 students, with 18 per cent achieving NMS. Again this was substantially lower than the Australian Indigenous student average of 49 per cent for this test.

NT non-Indigenous student achievement was more comparable with non-Indigenous students across Australia. In the strongest NT result, for Year 7 numeracy, 95 per cent achieved NMS (only one percentage point lower than the Australian average of 96 per cent). The lowest achievement rate for non-Indigenous students was in Year 9 writing, where 75 per cent of non-Indigenous students achieved NMS (nine percentage points lower than the Australian average of 84 per cent).

The proportion of NT Indigenous students in very remote schools achieving NMS (ranging from 3 to 31 per cent across assessment areas and year levels) was significantly lower than Indigenous students in remote and provincial schools. Achievement rates for Indigenous students in remote schools in the NT ranged from 21 to 60 per cent across all assessment areas and year levels. Indigenous students in provincial schools fared best in the NT with achievement rates ranging between 41 to 75 per cent across all assessment areas and year levels. The proportion of non-Indigenous students achieving NMS in the NT was similar for provincial, remote and very remote schools and ranged from 75 to 99 per cent across assessment area, year level and remoteness level.

### **Participation**

In 2014 participation rates for all students across year levels and test domains ranged from 84 to 90 per cent in the NT compared to 91 to 96 per cent for the whole of Australia.

The NTs highest participation rates were in Year 5, with a 90 per cent average participation rate across the test domains. Year 9 numeracy had the lowest participation rate for the NT with 84 per cent of students participating in the test. This was 7 percentage points lower than the Australian average.

The NT participation rates for Indigenous students increased by an average of 3.3 percentage points in 2014 compared to 2013. Year 5 writing, spelling, grammar and punctuation had the highest participation rates with 82 per cent of NT Indigenous students participating in these tests. The largest Indigenous student increase in participation was for Year 9 with a 6.8 percentage point average increase across test domains; however, Year 9 participation remained lower than other year levels with the lowest at 66 per cent for Year 9 numeracy.

The NT participation rates for non-Indigenous students in 2014 were strong, ranging from 95 to 97 per cent. Participation increased compared to 2013 and was higher than national non-Indigenous participation for the majority of year levels and test domains.

## Explanatory Notes

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

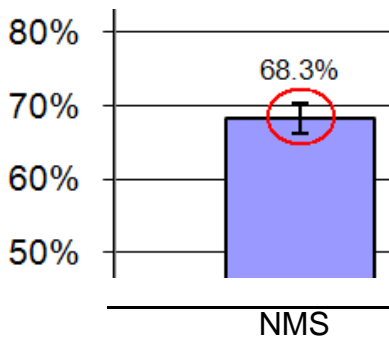
Students may be withdrawn from the testing program by the parent/caregiver on the grounds of religious beliefs and philosophical objections to testing. Students who have been withdrawn from testing are not counted as part of the assessed cohort and are excluded from performance calculations.

Participation rates are calculated as all assessed and exempt students as a percentage of the total number of students in the year level which includes absent and withdrawn students.

Achievement rates are calculated as all students who were at or above the NMS as a percentage of the total number of students assessed or exempt from testing.

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

## Confidence Intervals



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

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

# Participation

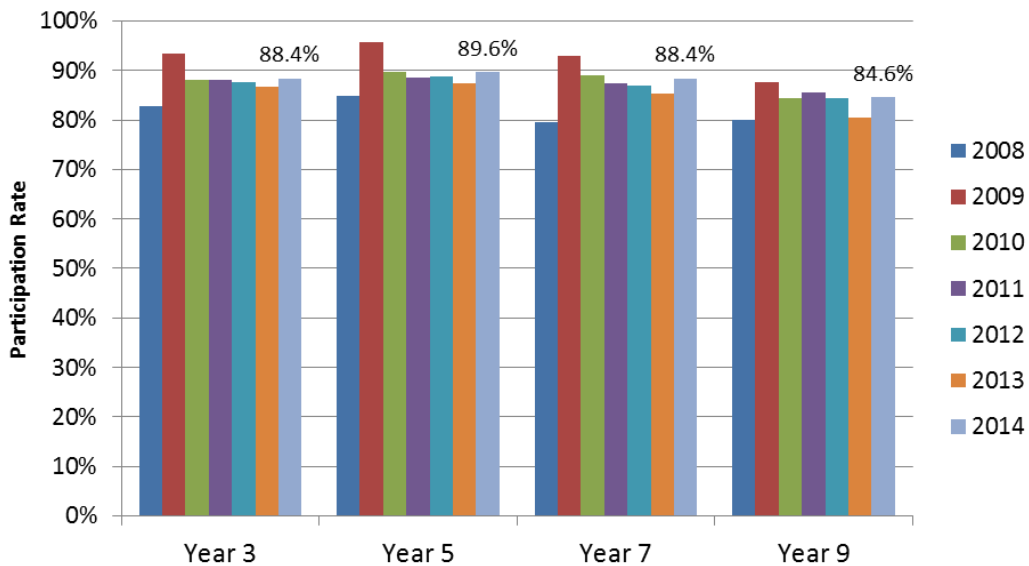
National participation rates declined marginally in 2014 compared to 2013, continuing a trend of gradual participation rate erosion over the past six years across year levels and test domains.

For the NT, 2008 and 2009 mark the low and high participation rate points respectively. Since 2009 participation rates in the NT have been more stable, but in 2014 an increase in rates across year levels and test domains was observed in contrast to national trends. The strongest improvement in participation was observed for the Year 7 and Year 9 Indigenous cohort (increasing by 4 and 7 percentage points respectively from 2013 to 2014).

## 1. Participation of students in the Reading test

NT reading participation rates in 2014 increased compared to the previous year for each year level, however remain below the peak 2009 participation rates recorded. In 2014, the highest participation rate for reading was for Year 5 students with 90 per cent of NT students participating. Year 5 students had the smallest gap in participation compared to the national average with participation 6.5 percentage points lower. Figure 1.1 shows the participation rates for reading in the NT from 2008 to 2014.

**Figure 1.1 NT Participation in Reading 2008 - 2014**

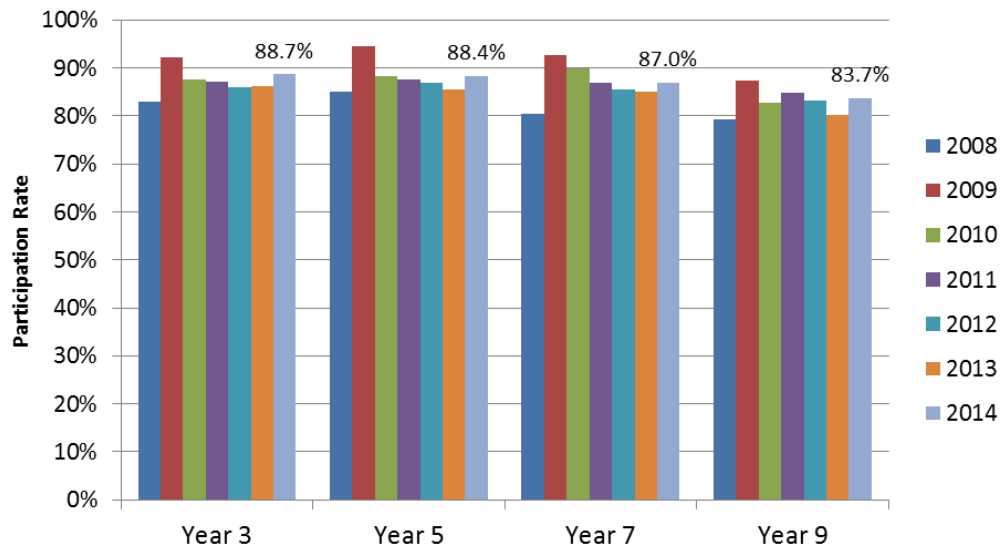


Source: DoE Performance and Data Management  
For explanatory notes see page 14

## 2. Participation of students in the Numeracy test

NT numeracy participation rates in 2014 increased compared to the previous year for each year level, however remain below the peak 2009 participation rates recorded. In 2014, the highest participation rate for numeracy was in Year 3 with 89 per cent of NT students participating. Year 3 students also had the smallest gap in participation compared to the national average with participation 5.9 percentage points lower. Figure 2.1 shows participation rates in numeracy in the NT from 2008 to 2014.

**Figure 2.1 NT Participation in Numeracy 2008 - 2014**



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

## Overall Achievement

### 3. Overall achievement of NT and Australian students

Across all year levels and assessment areas 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, the only statistically significant change in mean scale score or percentage of students achieving NMS, compared to the 2008 base year achievement levels, has been for national Year 3 and Year 5 reading mean scale score achievement.

**Figure 3.1 Reading and Numeracy 2014 mean scale score and proportion of students at or above NMS including 2008 to 2014 score change<sup>1</sup>**

Test Domain	Year Level	2014 Mean Scale Score and Change on 2008		2014 Percent of Students At or Above National Minimum Standards and Change on 2008	
		NT	Aust	NT	Aust
Reading	3	<b>332</b> 25	<b>418</b> 18	<b>67</b> 4	<b>94</b> 1
	5	<b>426</b> 20	<b>501</b> 16	<b>66</b> 4	<b>93</b> 2
	7	<b>479</b> 10	<b>546</b> 10	<b>69</b> 2	<b>95</b> 1
	9	<b>522</b> -3	<b>580</b> 2	<b>69</b> -1	<b>92</b> -1
Numeracy	3	<b>338</b> 0	<b>402</b> 5	<b>73</b> -4	<b>95</b> 0
	5	<b>423</b> 6	<b>488</b> 12	<b>68</b> -1	<b>94</b> 1
	7	<b>484</b> -4	<b>546</b> 1	<b>74</b> -2	<b>95</b> 0
	9	<b>532</b> -1	<b>588</b> 6	<b>74</b> 0	<b>94</b> 1

<sup>1</sup> The bold figures show the MSS; the smaller figures show change on 2008.

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

## Achievement by Indigenous Status

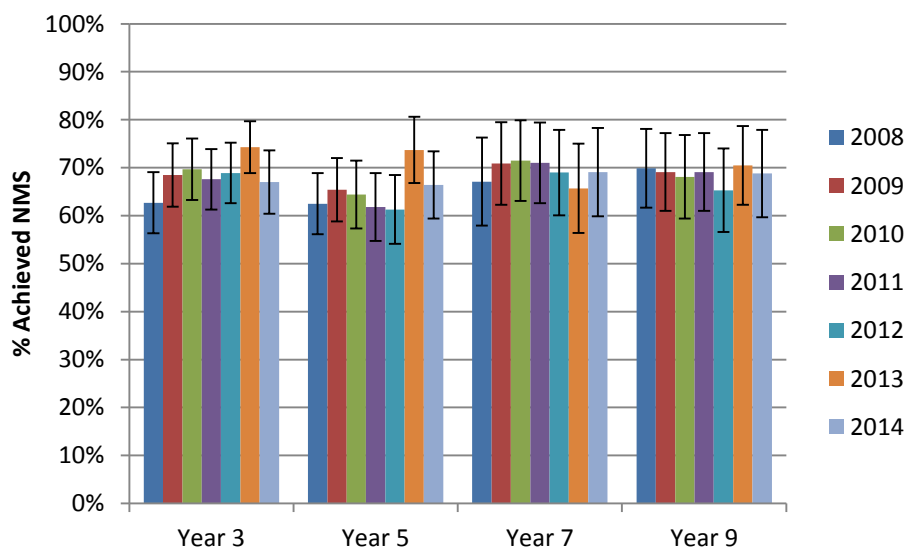
### 4. Reading

There was a decrease in the percentage of Indigenous students achieving NMS in reading in 2014 for Year 3 and Year 5 students. Decreases in the percentage of students achieving NMS in Year 3 and Year 5 for reading also occurred consistently across jurisdictions nationally. The size of the decline is expected to be related to a test effect inflating achievement in 2013 and the 2014 results are more in-line with historical levels.

For Indigenous students, Year 7 had the largest proportion achieving NMS in 2014 at 37 per cent for reading. Year 7 was the only year level where the proportion of students achieving NMS in 2014 improved over the 2013 level for Indigenous students.

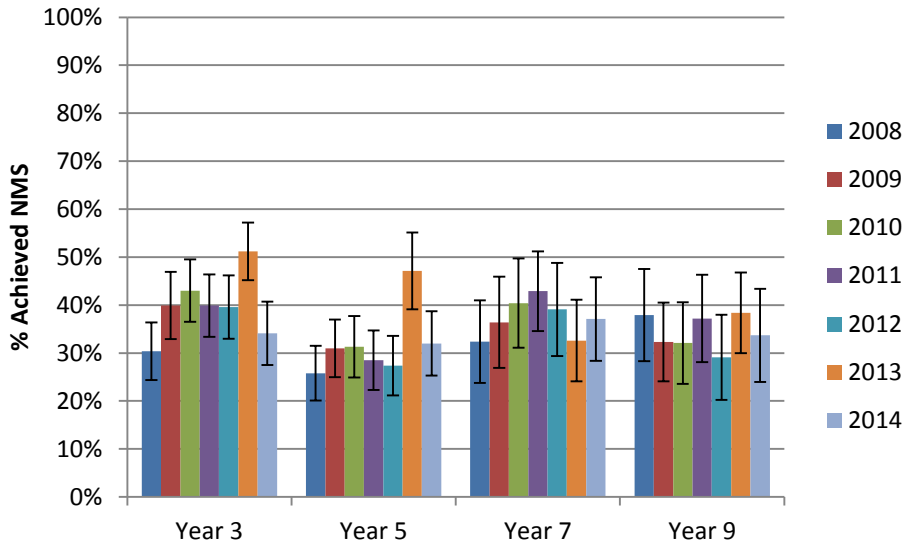
Year 7 non-Indigenous students had the highest percentage of students achieving NMS for reading in the NT at 94 per cent and Year 7 was also the only year level with an improved reading result over the previous year for non-Indigenous students. The 2014 proportion of non-Indigenous students achieving NMS for Year 7 in the NT was the highest recorded since NAPLAN testing began.

**Figure 4.1 Percentage of NT Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2014**



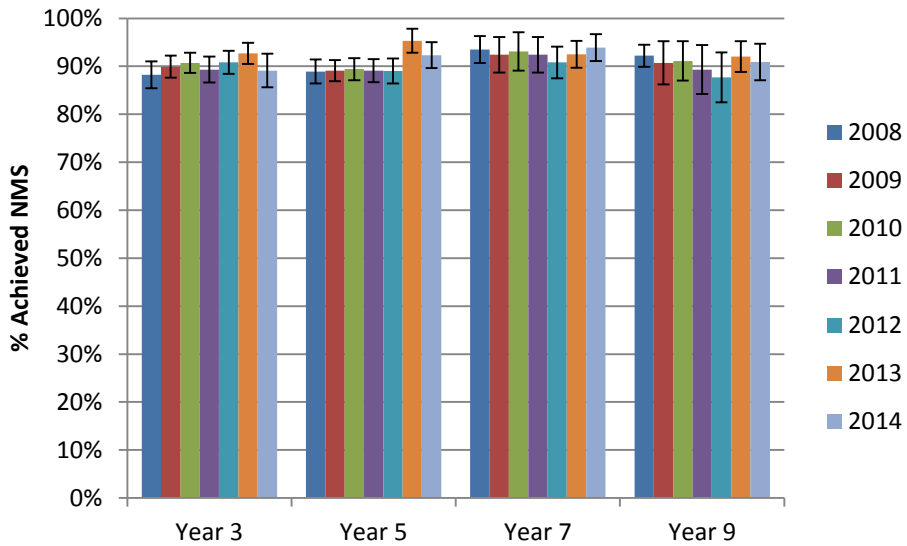
Source: DoE Performance and Data Management  
For explanatory notes see page 14

**Figure 4.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2014**



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

**Figure 4.3 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard (NMS) in Reading 2008 – 2014**



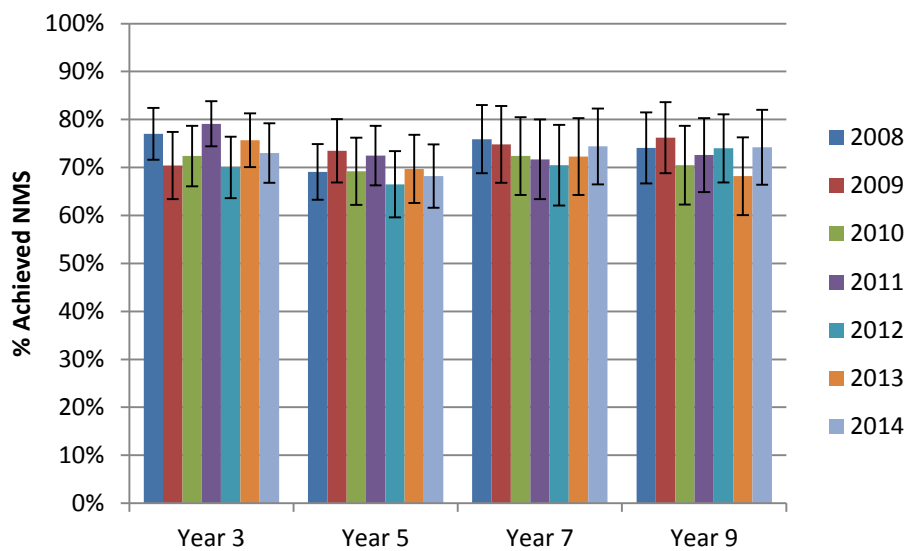
Source: DoE Performance and Data Management  
For explanatory notes see page 14

## 5. Numeracy

The percentage of Indigenous students achieving NMS in numeracy in 2014 increased for Year 7 and Year 9, but declined for Year 3 and Year 5 and remains below the 2008 benchmark for each year level. Year 7 had the highest percentage achieving NMS in 2014 at 48 per cent for NT Indigenous students.

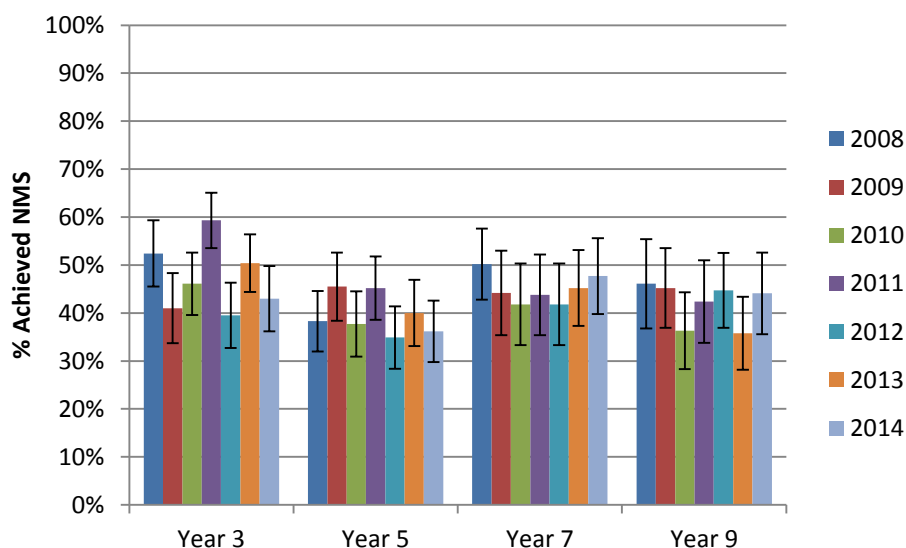
The percentage of non-Indigenous students achieving NMS in numeracy in 2014 also increased for Year 7 and Year 9, but declined for Year 3 and Year 5. However, the percentage of non-Indigenous students achieving NMS in numeracy has remained relatively stable over the seven year period of testing. The percentage of non-Indigenous students in the NT achieving NMS in numeracy is close, but lower, to the Australian average across each year level.

**Figure 5.1 Percentage of NT Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2014**



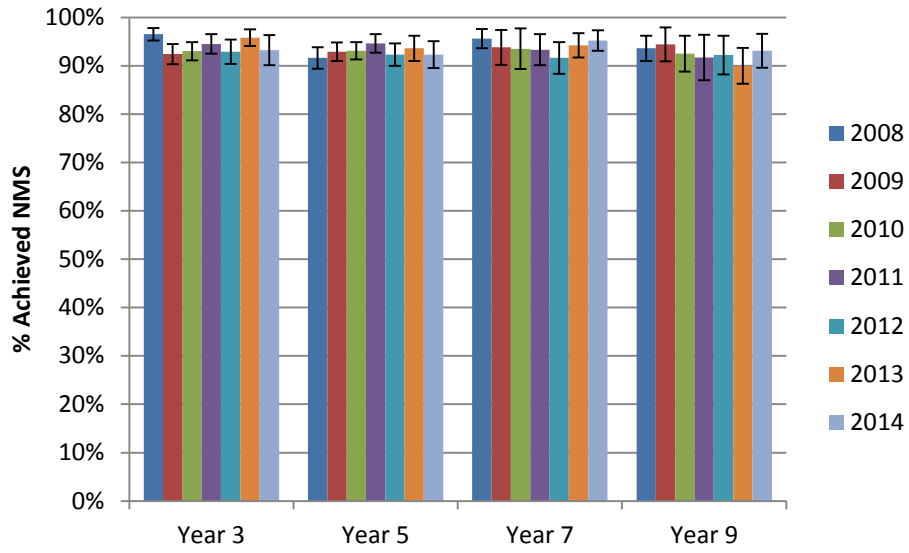
Source: DoE Performance and Data Management  
For explanatory notes see page 14

**Figure 5.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2014**



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

**Figure 5.3 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard (NMS) in Numeracy 2008 – 2014**



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

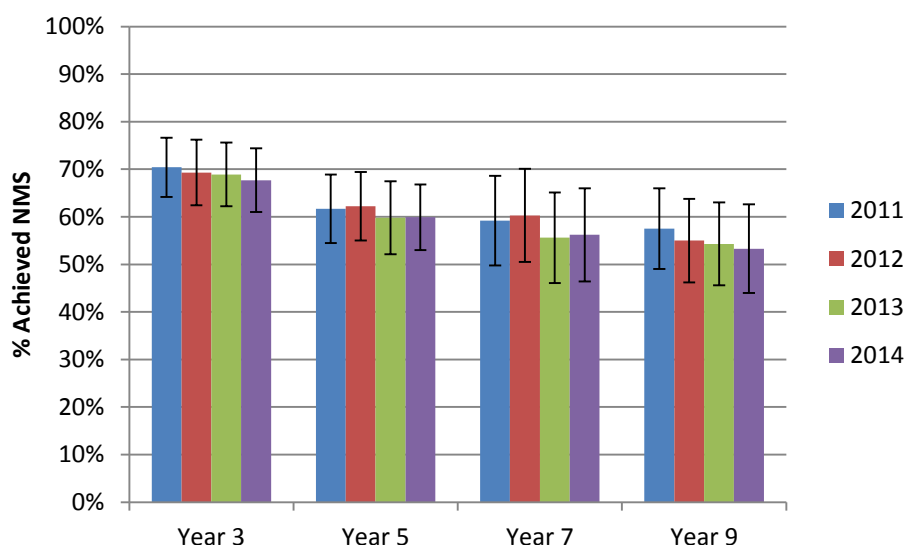
## 6. Writing

In 2011, the writing test domain changed from a narrative to a persuasive writing task. Due to this change in genre, the 2011 to 2014 writing results should not be compared to earlier years. Writing results for the earlier years have therefore been excluded.

The percentage of Indigenous students achieving NMS in writing has decreased in all year levels since 2011. Although the declines are smaller, the percentage of non-Indigenous students achieving NMS in writing has also decreased for each year level compared to achievement in 2011. The proportion of students achieving NMS is highest in Year 3 and lowest in Year 9, with year-level NMS achievement decreasing with higher year-levels for writing.

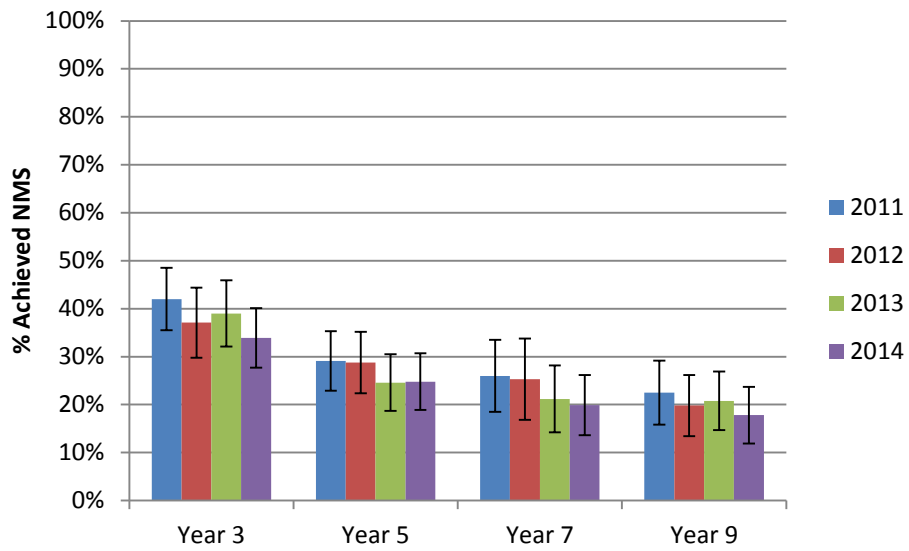
The Year 7 and Year 9 gap in the proportion of non-Indigenous students achieving NMS in the NT compared to nationally is larger for writing than either reading or numeracy.

**Figure 6.1 Percentage of NT Students Achieving National Minimum Standard (NMS) in Writing 2011 – 2014**



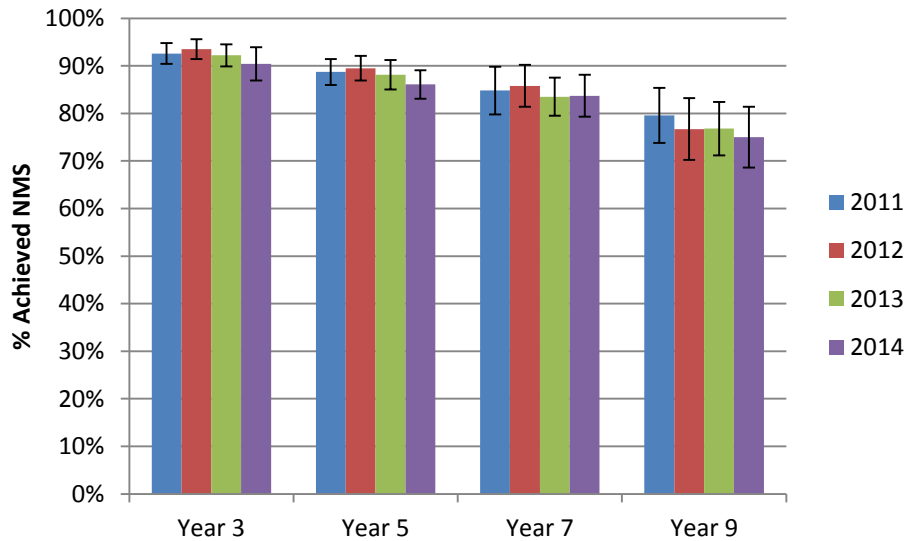
Source: DoE Performance and Data Management  
For explanatory notes see page 14

**Figure 6.2 Percentage of NT Indigenous Students Achieving National Minimum Standard (NMS) in Writing 2011 – 2014**



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

**Figure 6.3 Percentage of NT Non-Indigenous Students Achieving National Minimum Standard (NMS) in Writing 2011 – 2014**



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

# 2014 Northern Territory Certificate of Education and Training

## The Northern Territory Certificate of Education and Training

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

The NTCET replaced the Northern Territory Certificate of Education in 2011. With the new certificate came new completion requirements. The following graphs and data incorporate both certificates. It may not be appropriate to compare both sets of data as one.

## 2014 Results Release

Students who completed requirements for the NTCET during 2014 received their results on 18 December 2014. The release date was coordinated with the South Australian Certificate of Education Board of South Australia (SACE Board of SA). All students in the Northern Territory and South Australia in urban, regional and remote areas received their results on the same day.

A results enquiry service (RES) was available to Year 12 students and their parents from 18 December 2014 to 2 January 2015. This service, operating from the Senior Years Curriculum team, Department of Education, assisted students with interpreting results and provided support to students and parents about future pathways. Students were able to access the service via a free call number. The RES staff received approximately ten calls.

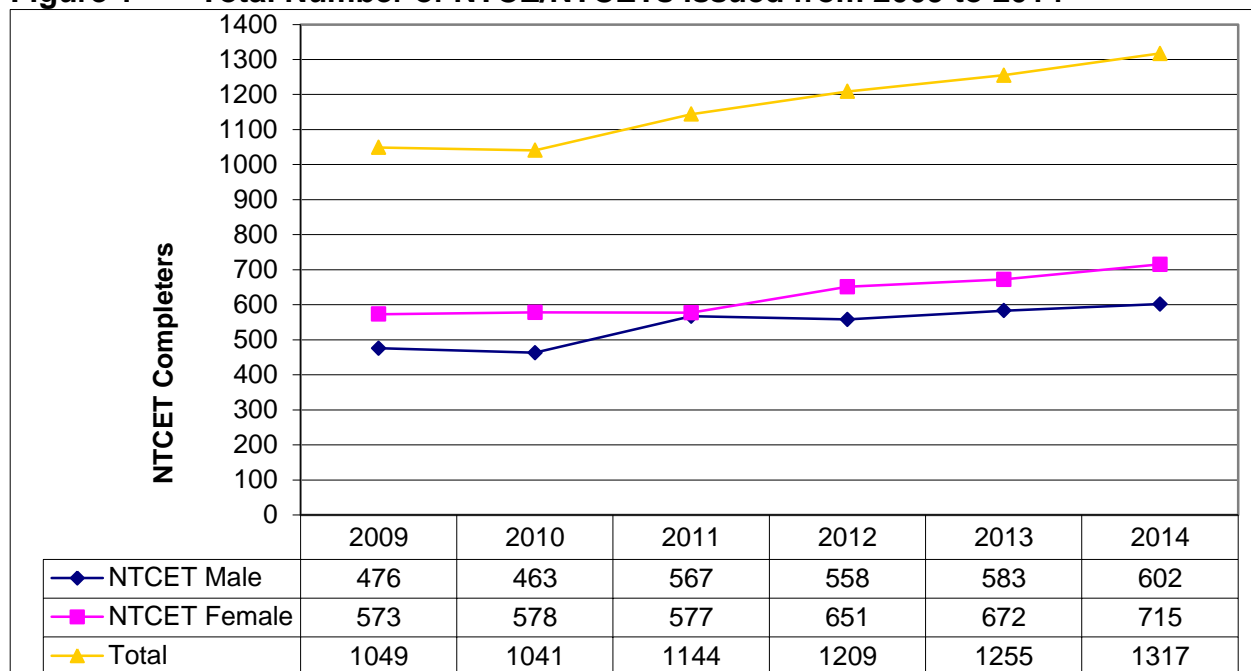


# 2014 Northern Territory Certificate of Education and Training Statistics

## NTCET completion by government and non-government sector

The following graph shows student achievement in the NTCET from 2009 to 2014.

**Figure 1 Total Number of NTCE/NTCETs issued from 2009 to 2014**



In 2014, 2066 Northern Territory students studied one or more Stage 2 subjects. Of these students, 1388 students had the correct enrolment pattern to be eligible to complete their Northern Territory Certificate of Education and Training during 2014.

The Northern Territory Board of Studies issued 1317 Northern Territory Certificates of Education and Training to students in 2014. The completion rate was 95%, a significant increase from 92.6% in 2013.

Of the Stage 2 students who received their certificate in 2014, 715 (54%) were female and 602 (46%) were male.

**Figure 2 Total number of NTCETs issued to government and non-government students from 2009 to 2014**

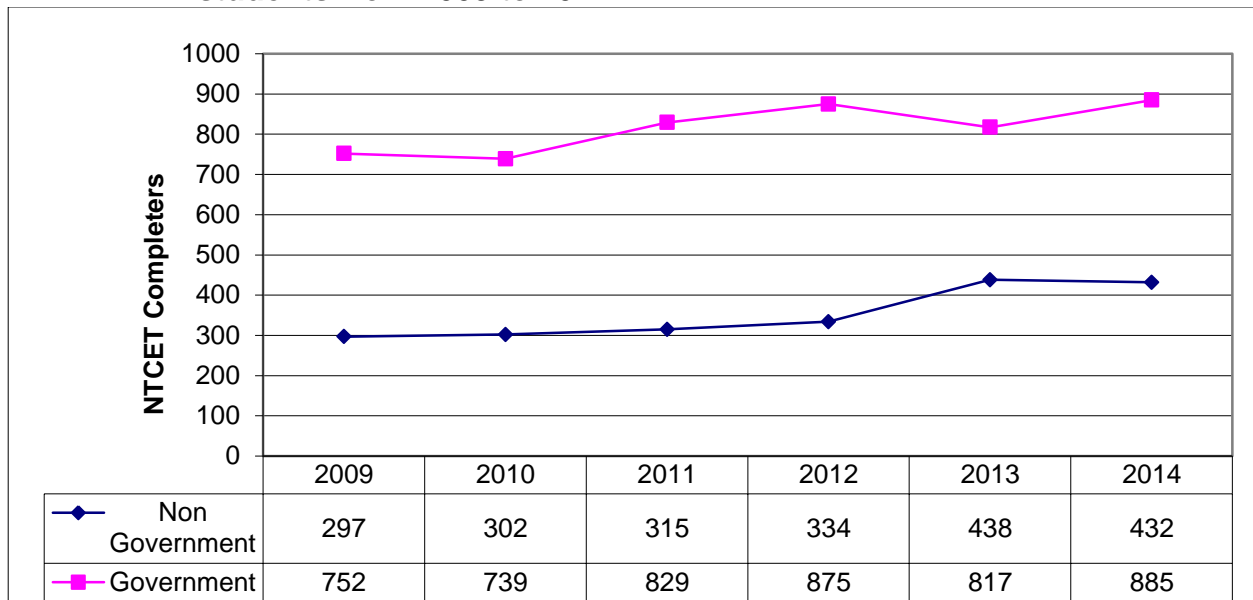
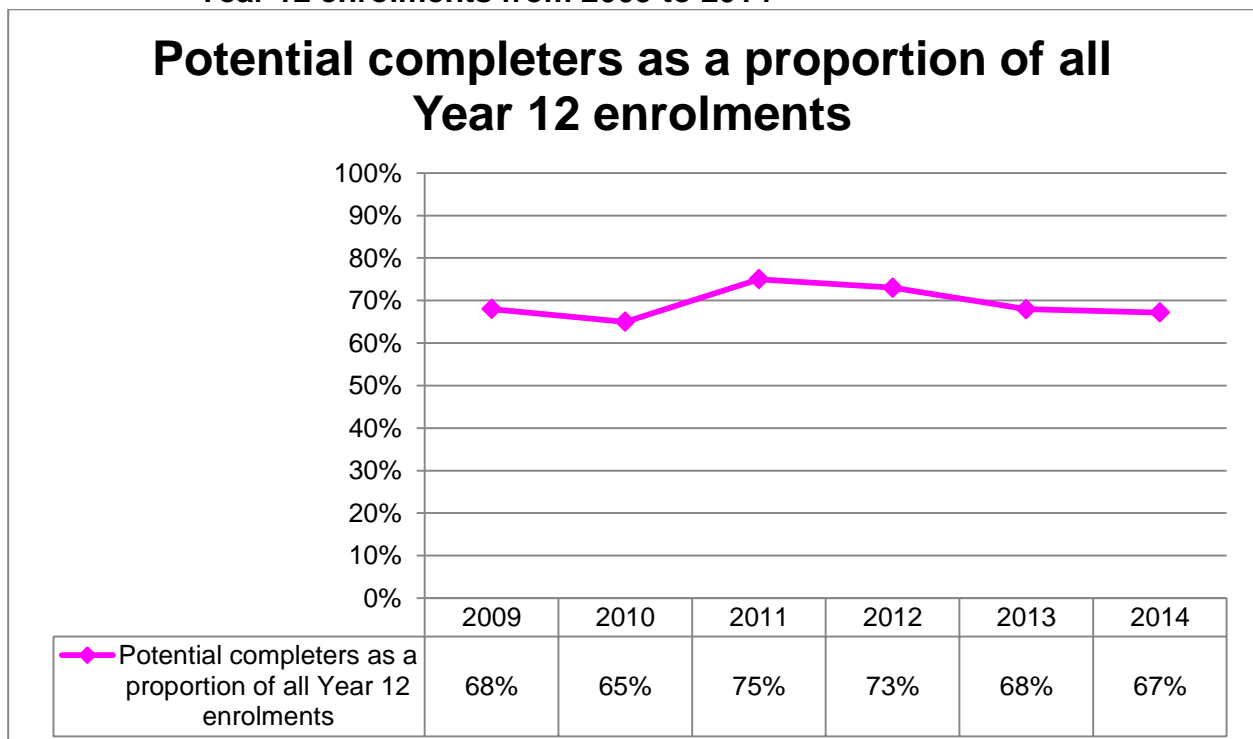


Figure 2 shows that there has been an increase in the number of students receiving an NTCET from 2009 to 2014 at government and non-government schools. In 2014, there was a slight decline of students in non-government schools and an increase of 8% of students from 2013 in government schools gaining an NTCET.

**Figure 3 Number of potential NTCET completers compared to the number of Year 12 enrolments from 2009 to 2014**



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

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

To be a potential completer from 2011 a student’s subject enrolment must allow them to:

- meet the NTCET pattern;
- record achievement in 200 credits; and
- obtain satisfactory achievement in at least 140 credits.

Figure 3 shows that in 2014, approximately 67% of students who started the year enrolled in Year 12 became potential completers. However, many students who were enrolled in Year 8 four years prior, did not reach Year 12 as indicated by Figure 4. This number includes students who have left school for employment or transferred to a school interstate.

**Figure 4 Number of NTCET completions compared to the number of Year 8 students four years earlier from 2009 to 2014**

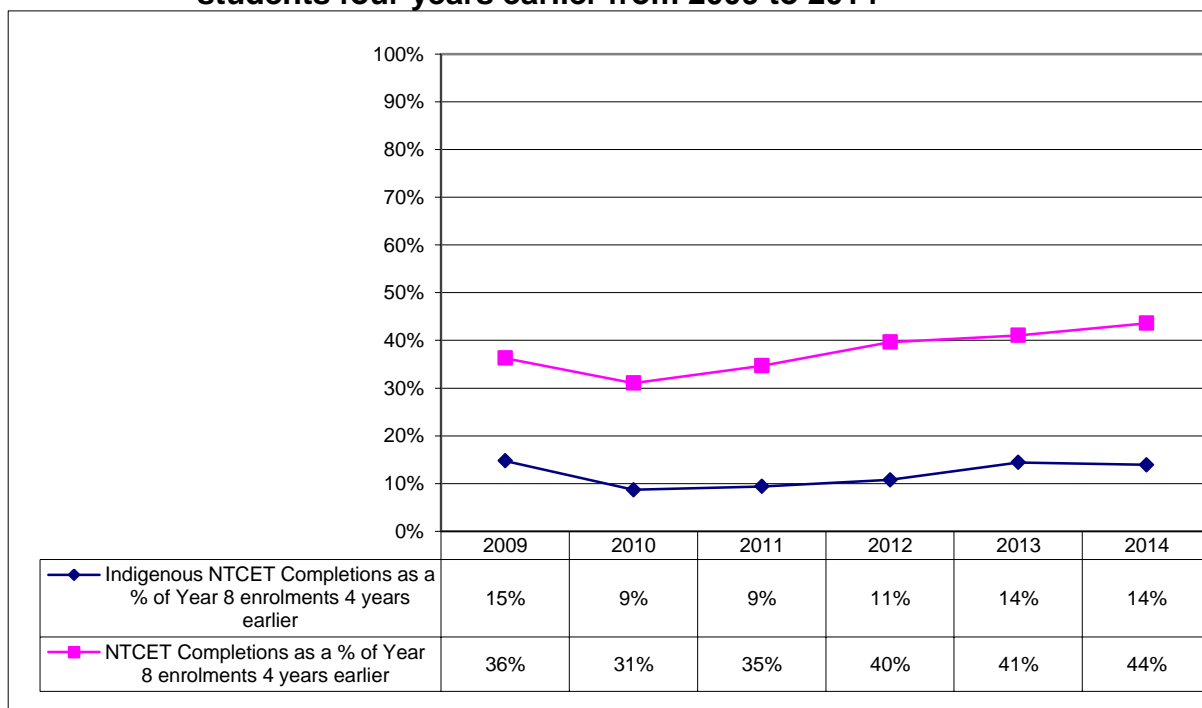


Figure 4 shows that less than 20% of Indigenous Year 8 students continued on to complete their NTCET four years later and approximately 40% of all Year 8 students continued on to complete their NTCET four years later. The significant drop between 2009 and 2010 can be attributed to a significant increase in both the number of Year 8 Indigenous students and all Year 8 students between 2005 and 2006. This was due to the reclassification of grading in several schools from ‘ungraded’ into Year 8.

## Indigenous Completion

Of the 1317 students receiving their NTCET, 173 (13%) identified as Indigenous. The 173 students comprised 92 females and 81 males.

Nine Indigenous students achieved an NTCET studying in their own community in 2014: Ramingining School (two), Gunbalanya School (six) and Our Lady of the Sacred Heart – Thamarrur (one).

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

The top Indigenous NTCET student was from Katherine High School.

**Figure 5 Total number of NTCETs issued by Indigenous status from 2009 to 2014**

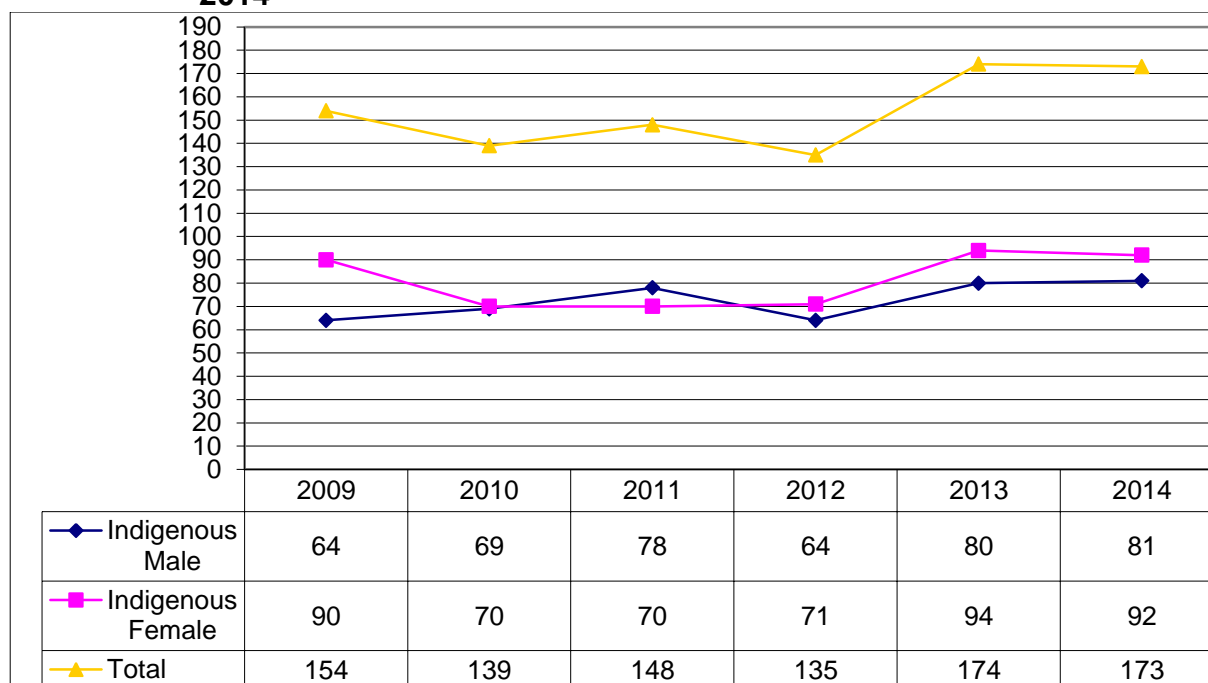


Figure 5 shows that the number of Indigenous NTCET completers has levelled off. The cohorts progressing through the remote schools in particular are not consistent in size or nature and in 2014 there was a decline in completions. As indicated previously, in Figure 4, less than 20% of Indigenous Year 8 students continued on to complete their NTCET.

**Figure 6 Indigenous NTCET completers from 2009 to 2014**

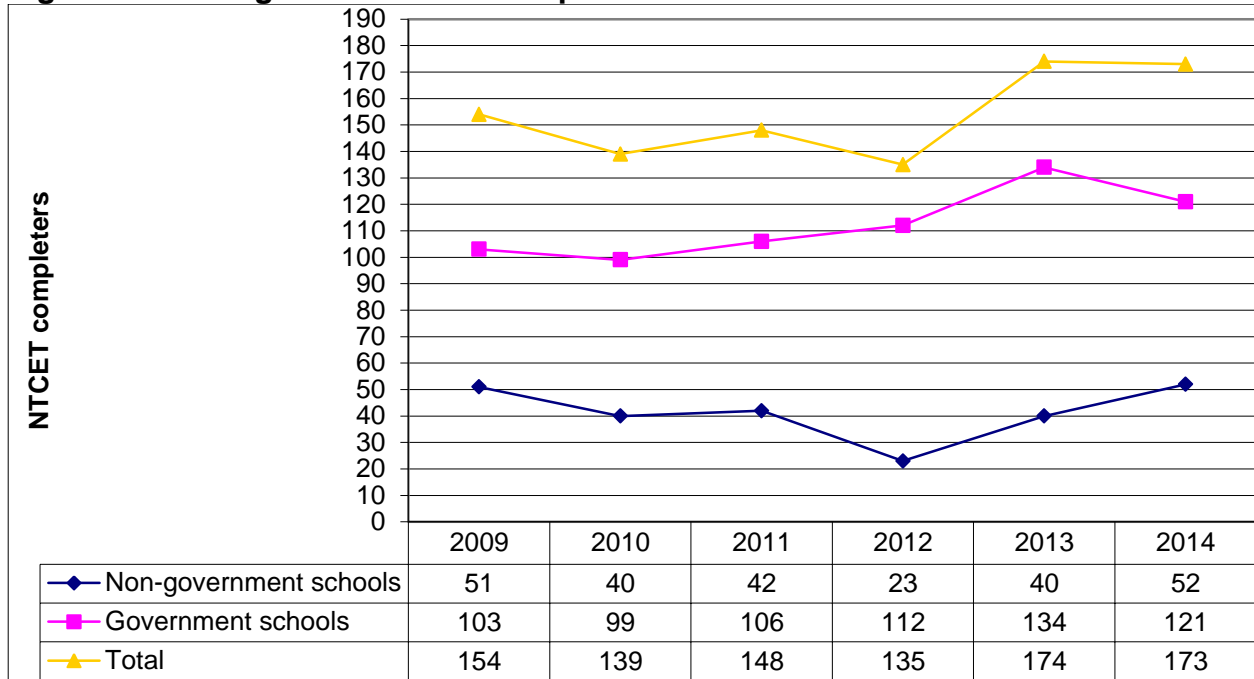


Figure 6 shows the number of Indigenous NTCET completers who studied at both government and non-government schools within the Northern Territory. Trends show an increase from 103 to 121 Indigenous NTCET completers from 2009 to 2014 in Northern Territory government schools (with a peak of 134 completers in 2013). The number of Indigenous students who completed an NTCET in non-government schools has ranged from 51 students in 2009 to 52 students in 2014.

## Longitudinal Data

**Table 1 Students enrolled as Year 12 compared to NTCETs issued from 2009 to 2014**

Year	Total Year 12 Students # (%NTCET)	Potential Completing Students** (%NTCET)	Year 12 Female # (%Year 12)	Year 12 Male # (%Year 12)	NTCET Issued	NTCET Female (%NTCET)	NTCET Male (%NTCET)
2014	1778 74%	1388 95%	903 51%	874 49%	1317	715 54%	602 46%
2013	1759 71%	1361 92%	919 52%	839 48%	1255	672 54%	583 46%
2012	1773 68%	1288 94%	901 51%	872 49%	1209	651 54%	558 46%
2011	1711 67%	1281 89%	826 48%	885 52%	1144	577 50%	567 50%
2010	1693 61%	1104 94%	901 53%	792 47%	1041	578 56%	463 44%
2009 #	1677 63%	1133 93%	878 52%	799 48%	1049	573 55%	476 45%

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

# Enrolment data based on August Age Grade Census.

Table 1 shows that more Year 12 students are gaining an NTCET – 63% in 2009 to 74% in 2014. Also improving is the potential completing students with 95% of Year 12 students enrolled in an appropriate combination of subjects or recognised learning gaining an NTCET.

## 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 74 to 79 out of 80. Of the top 20 students, 12 (60%) were male and eight (40%) were female.

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

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

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

Thirty A+ merits were awarded to 21 students in 21 subjects from seven schools. One student achieved A+ merits in four subjects and two students achieved A+ merits in three subjects.

## Stage 1 Results

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

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

**Figure 7 Stage 1 results by Learning Area, 2014**

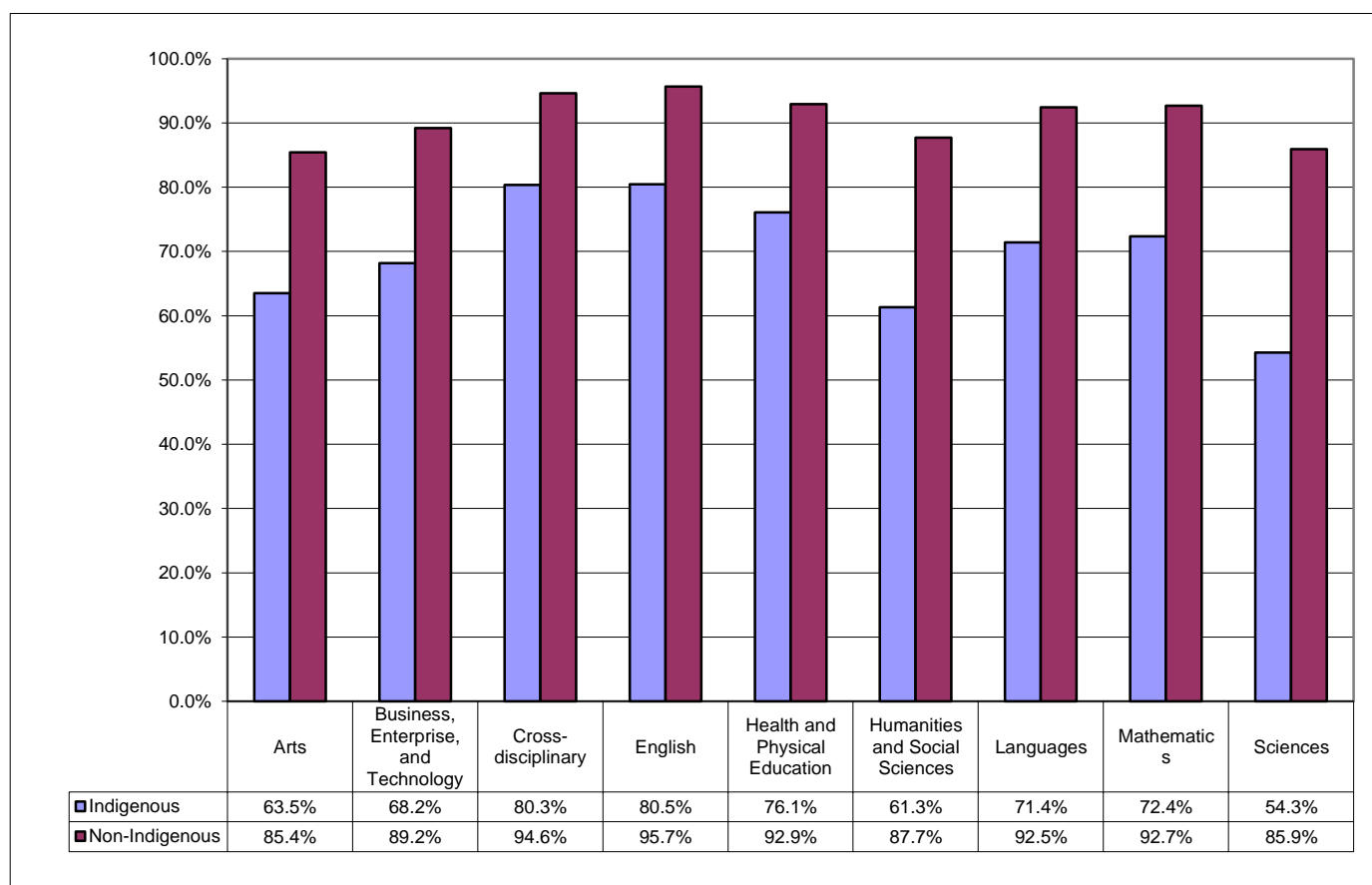


Figure 7 shows that the percentage of Indigenous students obtaining a grade of C or above at Stage 1 is significantly less than that of non-Indigenous students across all learning areas.

The learning areas where there are smaller differences in the percentage of students obtaining a grade of C or above are in Cross-disciplinary and English. The lowest rates of students obtaining a grade of C or above by learning area are in Sciences for Indigenous students and Arts for non-Indigenous students.

## Stage 2 Results

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

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

**Figure 8 Stage 2 results by Learning Area, 2014**

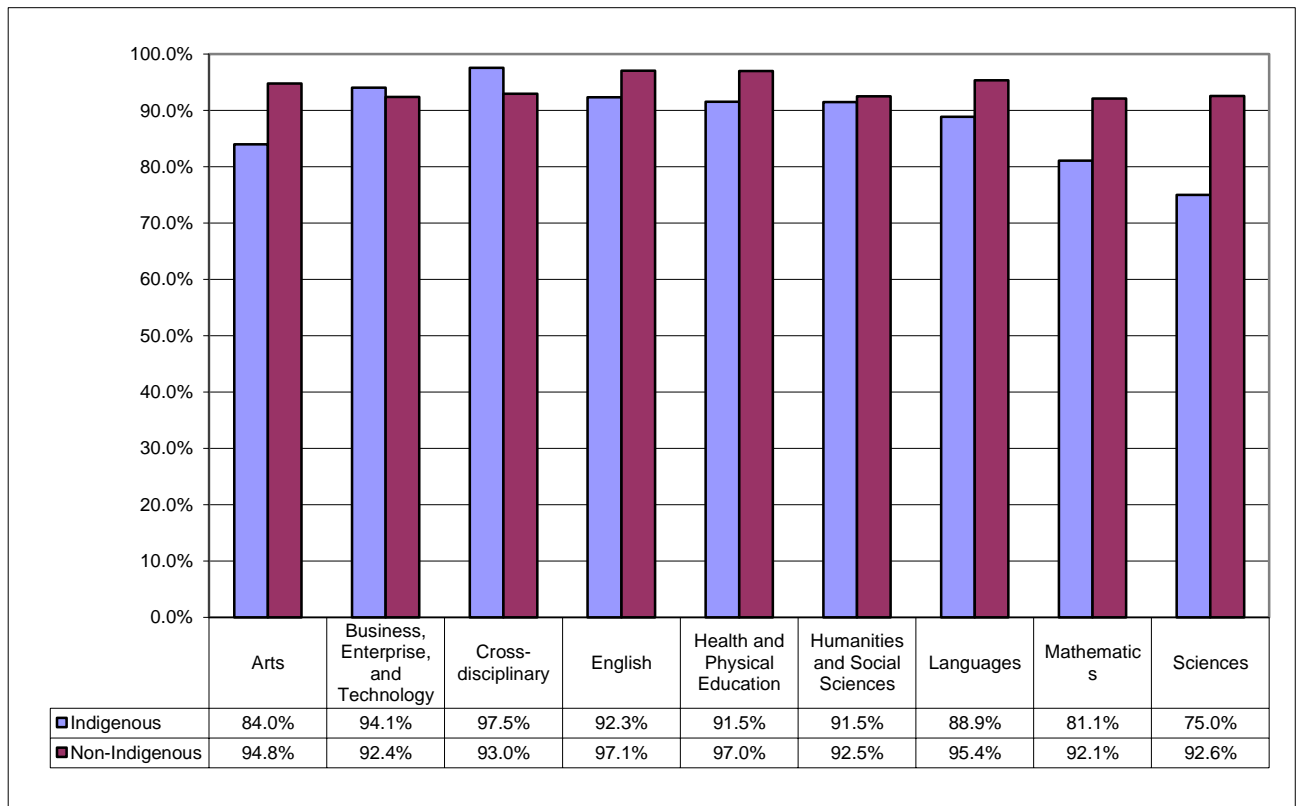


Figure 8 shows that the percentages of Indigenous students gaining satisfactory achievement at Stage 2 are greater than those of non-Indigenous students in the learning areas of Business, Enterprise and Technology and Cross-disciplinary.

The learning areas with the largest differences in the percentage of students gaining satisfactory achievement are Arts, Languages, Mathematics and Sciences. For Indigenous students, Arts, Languages, Mathematics and Sciences are the learning areas with the lowest rates of satisfactory achievement and for non-Indigenous students Business, Enterprise and Technology, Humanities and Social Sciences, Mathematics and Sciences are the learning areas with the lowest rates of satisfactory achievement.

## Vocational Education and Training that contributes to the NTCET

**Table 2 NTCET students and their VET completions**

<b>VET Completions</b>	<b>2014</b>
Number of students who completed the NTCET with VET	607
Number of students who completed the NTCET and wouldn't have done so without VET	317

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

Forty-six per cent of students completed VET competencies and an NTCET (48% in 2013). Twenty-four per cent of students used VET to complete their NTCET (24% in 2013).

# 2014 Vocational Education and Training in Schools

Vocational education and training in schools has evolved significantly in the four years since 2010.

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

Phase one is an introduction to the world of work. This occurs in early middle years (Years 7 and 8).

Phase two is focused on Year 9 and sees students introduced to skill sets and broader certificates at Certificate I. These skill sets or certificates provide the students with a taster of a possible future career.

Phase three is the increased skilling of students at Certificate II level and above. This usually runs over Years 10 and 11. It involves increased skill development through more extensive experience on the job in structured work placement.

Phase four sees a student take on a full time job, training or apprenticeship or a school-based traineeship or apprenticeship or a Certificate III at school. Training in these areas will provide additional recognition towards completing a student's Northern Territory Certificate of Education and Training.

Notable new programs that were run in 2014 include:

- **The Pastoral Futures Program**

This program ran across the Northern Territory and targeted those students keen to enter the pastoral industry.

Schools involved included Ntaria School, Centralian Senior College, Tennant Creek High School and Taminmin College. Stakeholders in this program are the Department of Education, the Department of Primary Industries and Fisheries, Central Land Council, Northern Land Council, the Indigenous Land Corporation and the NT Cattleman's Association.

- **A Transport and Logistics Program** at Palmerston Senior College for Year 11 and 12 students with two Certificate II's and a partial Certificate III.
- **An Industry Academy** set up at Casuarina Senior College, specialising in the automotive industry.
- **An Employment Pathways Centre** at Nightcliff Middle School. This centre catered for students from six middle schools in the Darwin area and delivered Certificate I in Manufacturing Pathways.

**Table 1: 2014 Northern Territory students' VET Statements of Attainment**

<b>Government</b>	<b>Non-Government</b>	<b>Total</b>
1405	712	2117

**Table 2: 2014 Northern Territory students' VET qualification certificate completions**

<b>Qualification Level</b>	<b>Government</b>	<b>Non-Government</b>	<b>Total</b>
Certificates I and II	663	275	938
Certificate III	88	110	198
<b>Total</b>	<b>751</b>	<b>385</b>	<b>1136</b>

**\*Table 3: 2014 Northern Territory students' School-Based Apprenticeships and Traineeships**

<b>Government</b>	<b>Non-Government</b>	<b>Total</b>
162	90	252

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

**Table 4: 2014 Northern Territory students' VET Structured Work Placements**

<b>Government</b>	<b>Non-Government</b>	<b>Total</b>
405	155	560

- The total number of placements was - government school 649, non-government schools 249, ie some students do more than one placement in a year.

In 2014, 342 businesses participated in the Structured Work Placement Program.

## Northern Territory Board of Studies Student Awards 2014

The Board holds student award presentation ceremonies each year in Alice Springs and Darwin to publicly recognise the achievements of the year's outstanding students. The events are held in the first two weeks of February hosted by the Chief Minister of the Northern Territory and the Minister for Education.

The ceremonies recognised academic excellence among 2014 school leavers. The awards formally recognised the top 20 achieving Northern Territory Certificate of Education and Training students and students who received an A+ with merit. In addition, students who achieved International Baccalaureate merits and industry-sponsored awards for particular subjects were recognised.

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

	<b>Award</b>	<b>Sponsor</b>
1	Administrator's Medal for Primary Years students	Administrator of the Northern Territory
2	Administrator's Medal for Middle Years students	Administrator of the Northern Territory
3	Biology award	Menzies School of Health Research
4	Business and Enterprise award	Department of Business
5	Certificate of Merit (Stage 2)	Northern Territory Board of Studies
6	Chemistry award	Royal Australian Chemical Institute
7	Geography award	International Association of Hydrogeologists (NT)
8	Health Education award	Australian Council for Health, Physical Education and Recreation (NT)
9	Physical Education award	Australian Council for Health, Physical Education and Recreation (NT)
10	Ian MacGregor Rotary award for English Studies	Rotary Club of Darwin
11	Ian MacGregor Rotary award for excellence in English Communications	Rotary Club of Darwin
12	Information Technology award	Australian Computer Society (NT branch)
13	International Baccalaureate Certificates of Merit	Australian International Baccalaureate Office
14	Karmi Sceney Indigenous Excellence and Leadership award	Department of Education
15	Legal Studies award	Law Society Northern Territory
16	Mathematics award	Department of Treasury and Finance
17	Most Outstanding International Baccalaureate Student	Minister for Education
18	Most Outstanding School-Based Apprentice or Trainee of the Year award	GTNT

19	Most Outstanding Stage 2 Northern Territory Certificate of Education and Training student	Chief Minister
20	Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Indigenous student	Chief Minister
21	Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Open Education student	Chief Minister
22	Music School award	Northern Territory Music School
23	NTIEC Indigenous NTCET with VET award – Northern region	Northern Territory Indigenous Education Council
24	NTIEC Indigenous NTCET with VET award – Southern region	Northern Territory Indigenous Education Council
25	Physics Award	Australian Meteorological and Oceanographic Society
26	Sally Bruyn Senior Primary School Science award	Department of Education
27	Science award	Australian Veterinary Association (NT Division) and Dennis Thomson Estate
28	Telstra Remote Indigenous student award	Telstra Country Wide
28	Top Indigenous Australian Tertiary Admission Rank Award	Pro Vice-Chancellor Indigenous Leadership Charles Darwin University
30	Top Ten Australian Tertiary Admission Rank Awards	Charles Darwin University
31	Top 20 Northern Territory Certificate of Education and Training students	Northern Territory Board of Studies
32	Vic Czernezkyj Mathematics award	Mathematics Teachers Association of the NT
33	Vocational Education and Training in Schools award – Year 11	Minister for Education
34	Vocational Education and Training in Schools award – Year 12	Minister for Education



Hon John Elferink MLA with 2014 Northern Territory Board of Studies awardees

## 2014 Award Winners:

<b>Chief Minister's Awards</b>	<b>Name</b>	<b>School</b>
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training student	Anna Miers	Centralian Senior College
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Indigenous student	Asha Tonkin-Reeves	Katherine High School
Most Outstanding Stage 2 Northern Territory Certificate of Education and Training Open Education student	Samantha Orum	Northern Territory Open Education Centre and Jabiru Area School



Anna Miers and Hon Adam Giles MLA, Chief Minister of the Northern Territory

## Administrators Medals

<b>Award</b>	<b>Student name</b>	<b>School</b>
Administrator's Medal for Territory Primary Year Scholar	Harrison Talbot	Clyde Fenton Primary School
Administrator's Medal for Territory Middle Year Scholar	Despina Sisois	Sanderson Middle School

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

<i>Name</i>	<i>School</i>	<i>University Aggregate</i>	<i>ATAR</i>	<i>Rank</i>
Anna Miers	Centralian Senior College	79	99.9	1
Yo Han Kwon	Darwin High School	78.4	99.7	2
Meg Smith	Darwin High School	78	99.6	3
Lara Whitehouse	The Essington School Darwin	77.6	99.45	4
Miles Elkington	Casuarina Senior College	77.1	99.25	5
Sarah Moore	Centralian Senior College	77	99.25	5
Kavi Shah	Darwin High School	76.6	99.0	7
Sampathawaduge Silva	Casuarina Senior College	76.6	99.0	7
Ella Syme	St Philip's College	76.6	99.0	7
Shannon Kieran	Casuarina Senior College	76.4	98.9	10
Taylor Cosentino	Casuarina Senior College	76.2	98.8	11
Mark Robertson	St Philip's College	76.2	98.8	11
Kaavya Weerasundera	Darwin High School	76.2	98.8	11
Silva Landers	Centralian Senior College	98.7	98.7	14
Joshua McDonald	Casuarina Senior College	98.4	98.4	15
Stewart Thornton	St Philip's College	75.4	98.3	16
Timothy Miles	Casuarina Senior College	75.2	98.15	17
Sarah Frost	The Essington School Darwin	75	98.05	18
Hayden O'Brien	Casuarina Senior College	75	98.05	18
Lewis Kilburn	The Essington School Darwin	74.6	97.75	20
Billie Newton	St Philip's College	74.6	97.75	20
Afif Mazid	Darwin High School	74	97.35	22
Yichi Zhang	Darwin High School	74	97.35	22

## Year 12 Certificates of Merit

<i>Name</i>	<i>School</i>	<i>Subject</i>
Rochelle Attwood	Casuarina Senior College	Arts and the Community
Taylor Cosentina	Casuarina Senior College	Society and Culture
Miles Elkington	Casuarina Senior College	Solo Performance, Music Individual Study, Indonesian (beginners), English Studies
Samuel West	Casuarina Senior College	Mathematical Applications
Silva Landers	Centralian Senior College	English Studies
Anna Miers	Centralian Senior College	Legal Studies, English Studies, Biology
Gimin Baek	Darwin High School	English as Second Language Studies
Elle Jarman	Darwin High School	Health, Recreation and the Community
Yo Han Kwon	Darwin High School	Chemistry and Physics
Lauren Northcote	Darwin High School	Spanish (beginners)
Eliza Quinlan	Darwin High School	Mathematical Methods
Meg Smith	Darwin High School	Chemistry, Mathematical Studies, English Communications

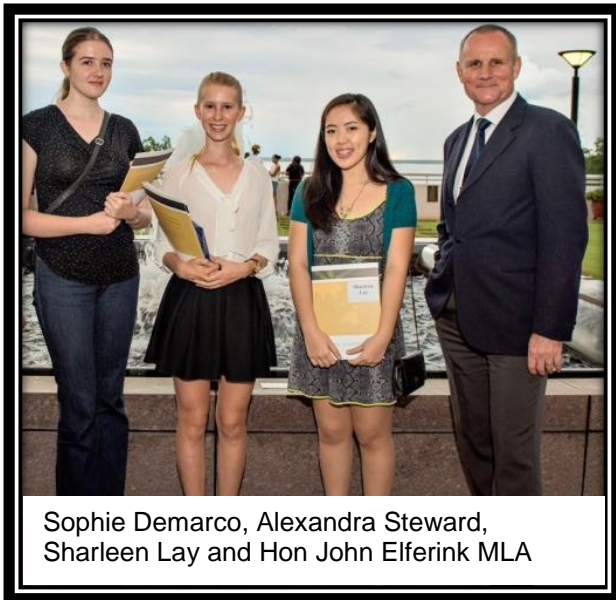
<b>Name</b>	<b>School</b>	<b>Subject</b>
Isaac Bell	Katherine High School	Biology
Samantha Orum	NT Open Education Centre and Jabiru Area School	Health
Margo Sullivan	St Philip's College	Mathematical Applications
Ainsleigh Bilato	St Philip's College	Mathematical Applications
Billie Newton	St Philip's College	Mathematical Applications
Bonny Scott	St Philip's College	Communication Products 1
Ella Syme	St Philip's College	English Studies, Modern History
Molly Barron	The Essington School Darwin	Psychology
Roman Delo	The Essington School Darwin	Biology

<b>Award name</b>	<b>Winner</b>	<b>School</b>
Australian Computer Society ICT Award for Information Technology	Niamh Marah	The Essington School Darwin
Australian Council for Health, Physical Education and Recreation (NT) Health Education Award	Samantha Orum	NT Open Education Centre
Australian Council for Health, Physical Education and Recreation (NT) Physical Education Award	Monty Nixon	St Philip's College
Australian Meteorological and Oceanographic Society Physics Award	Yo Han Kwon	Darwin High School
Australian Veterinary Association (NT Division) and Dennis Thomson Memorial Science Award	Yo Han Kwon	Darwin High School
Charles Darwin University Top Indigenous Australian Tertiary Admission Rank Award	Asha Tonkin-Reeves	Katherine High School
Department of Business – Business and Enterprise Award	Kate Heydon and Jessie Whiley	The Essington School Darwin
Department of Treasury and Finance Mathematics Award	Margo Sullivan	St Philip's College
GTNT Most Outstanding School-Based Apprentice/Trainee of the Year Award	Liam May	Darwin High School
Ian MacGregor Rotary Award for English Studies	Ella Syme	St Philip's College
Ian MacGregor Rotary Award for Excellence in English Communications	Meg Smith	Darwin High School
International Association of Hydrogeologists (NT) Geography Award	Ella Syme	St Philip's College

International Baccalaureate Most Outstanding Student award (equal winners)	John Ninan and Alexandra Stewart	Kormilda College
Karmi Sceney Indigenous Excellence and Leadership awards	Emma Kellaway Magnolia Maymuru Kavi Shah	Darwin High School NT Christian College
Mathematics Teachers Association of the Northern Territory Vic Czernezkyj Mathematics Award		Darwin High School
Menzies School of Health Research Biology Award	Anna Miers	Centralian Senior College
Northern Territory Board of Studies Year 11 Vocational Education and Training in Schools award	Georgia Lowery	Taminmin College
Northern Territory Board of Studies Year 12 Vocational Education and Training in Schools award	Natalie Jones	Casuarina Senior College and Sports Education Development Australia Taminmin College
Northern Territory Indigenous Education Council Northern Region – Indigenous NTCET with VET Award	Emma Kellaway	Taminmin College
Northern Territory Indigenous Education Council Southern Region – Indigenous NTCET with VET Award	Kaitlyn Dick	St Philip’s College
NT Music School Music Award	Miles Elkington	Casuarina Senior College
Royal Australian Chemical Institute Chemistry Award	Meg Smith	Darwin High School
Telstra Top Remote Indigenous Student Award	Jericka Mungatopi	Xavier Catholic College and Northern Territory Open Education Centre

### International Baccalaureate Certificates of Merit

<i>Name</i>	<i>School</i>	<i>Category</i>
John Ninan	Kormilda College	Spanish ab initio Standard Level, Chemistry Standard Level
Alexandra Stewart	Kormilda College	Visual Arts Higher Level
Sharleen Lay	Kormilda College	Spanish ab initio Standard Level, Extended Essay in English
Miriam Ashburner	Kormilda College	Extended Essay in Biology
Sophie Demarco	Kormilda College	Mathematics Standard Level
Kate Paul	Kormilda College	Mathematical Studies Standard Level



Sophie Demarco, Alexandra Stewart, Sharleen Lay and Hon John Elferink MLA

### Sally Bruyn Senior Primary School Science Award

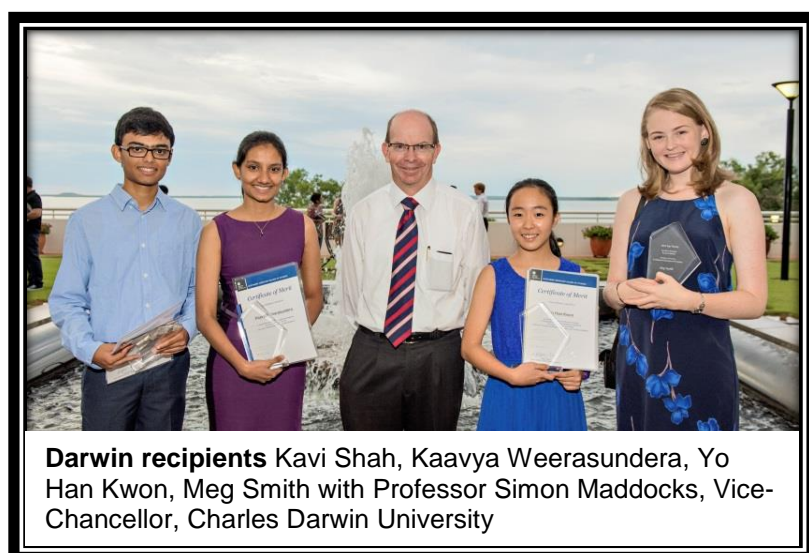
<i>Awardee</i>	<i>School</i>
Jazmin Griffiths	St Mary's Catholic Primary School



Jazmin Griffiths with Ms Kathleen Bruyn

## Charles Darwin University Top Ten Australian Tertiary Admission Rank awards

<i>Name</i>	<i>School</i>
Taylor Cosentina	Casuarina Senior College
Mark Robertson	St Philip's College
Lara Whitehouse	The Essington School Darwin
Anna Miers	Centralian Senior College
Kaavya Weerasundera	Darwin High School
Miles Elkington	Casuarina Senior College
Kavi Shah	Darwin High School
Meg Smith	Darwin High School
Shannon Kieran	Casuarina Senior College
Sampathawaduge Silva	Casuarina Senior College
Yo Han Kwon	Darwin High School
Sarah Moore	Centralian Senior College
Ella Syme	St Philip's College



## Northern Territory Board of Studies awards for Academic Excellence

The Board offers Academic Excellence awards to students in their final years of primary, middle and senior schooling. The Academic Excellence award consists of a Certificate of Merit and a monetary prize of \$50.

Students who received the Academic Excellence award for the 2014 school year are listed below:

### Year 12 Students

<i>Name</i>	<i>School</i>
Ethan Hood	Alyangula Area School
Annalese Parsons	Arlparra School
Miles Elkington	Casuarina Senior College
Anna Miers	Centralian Senior College
Yo Han Kwon	Darwin High School
Jacob Koehler	Good Shepherd Lutheran College
Josephine Staines	Good Shepherd Lutheran College
Claire Santos	Kormilda College
Pia Lynch	Nhulunbuy High School
Christine Badenhop	Northern Territory Christian College
Samantha Orum	Northern Territory Open Education Centre
Mikaila Van Der Velde	O'Loughlin Catholic College
Evellena Wanambi	Shepherdson College
Mikayla Bouma	St Joseph's Catholic College Katherine
Ella Syme	St Philip's College
Jimmy Wang	Tennant Creek High School
Jack Hopkinson	Taminmin College
Lara Whitehouse	The Essington School Darwin

### Year 12 International Baccalaureate

<i>Name</i>	<i>School</i>
Alexandra Stewart	Kormilda College

### Year 12 Indigenous Students

<i>Name</i>	<i>School</i>
Carissa Brown	Arlparra School (Irrultja HLC)
Jerome Cook	Casuarina Senior College
Michaela Peckham McKenzie	Centralian Senior College
Khia Emslie-O'Brien	Darwin High School
Jack Stevens	Good Shepherd Lutheran College
Cameron Williams	Kormilda College
Solodi Buthungguliwuy	Milingimbi School
Rochelle Briston	Nhulunbuy High School
Mikayla Friday	Northern Territory Christian College
Melissa Wurrarrarra	Northern Territory Open Education Centre
Rachel Geier	O'Loughlin Catholic College
Toni-Lee Rusca-Bradley	St Joseph's Catholic College Katherine
Jonathan Barnes	St Philip's College
Antonio Riley	Tennant Creek High School
Emma Kellaway	Taminmin College
Molly Robins	The Essington School Darwin

## Year 12 – Learning Support Achievers

<i>Name</i>	<i>School</i>
Roechelle Attwood	Casuarina Senior College
Johnathon Hayes	Centralian Senior College
Ayak Magok	Darwin High School
Harry Walker	Nhulunbuy High School
Danielle Fischer	Northern Territory Open Education Centre
Emma Ganley	O'Loughlin Catholic College
Natthaphon Panyavikijtrakoon	St Joseph's Catholic College Katherine
Shania Holt	Tennant Creek High School

## Year 9 Students

<i>Name</i>	<i>School</i>
Alex Bruer	Alice Springs School of the Air
Shawna Milton	Alyangula Area School
Lizzie-Anne Jones	Arlparra School
Sharon Joseph	Araluen Christian College
Remi Griffiths	Darwin Middle School
Darcy Sorensen	Dripstone Middle School
Yefan Chen	Dripstone Middle School
Teale McMahan	Good Shepherd Lutheran College
Victoria Young	Katherine School of the Air
Micah Ramsay	Kormilda College
Layla Johnson	Marrara Christian College
Lucinda Yililpungal	Milingimbi School
Jacintha Misob	Nhulunbuy High School
Ania Kudra	O'Loughlin Catholic College
Blake Matheson	Palmerston Christian School
Naomi Garrawurra	Ramingining School
Ranasinghage Pinto	Sanderson Middle School
Brenton Vaastra	Sattler Christian College
Evelyn Dhamarrandji	Shepherdson College
Ned Leatherland-Napier	St Joseph's Catholic College Katherine
Kai Simpson	St Philip's College
Jessica Opitz	Taminmin College
Nisangi Wijesinghe	The Essington School Darwin
Matthew Green	Tennant Creek High School

## Year 6 Students

<i>Name</i>	<i>School</i>
Samuel Holmes	Braitling Primary School
Sarah Suchowski-Wehner	Casuarina Street Primary School
Harrison Talbot	Clyde Fenton Primary School
Trae Buckland	Driver Primary School
Saskia Partridge	Durack Primary School
Tiayana Sing	Girraween Primary School
Talin Cobban	Good Shepherd Lutheran College
Gabriella Bowie	Holy Family Catholic Primary School
Michael Fagan	Holy Spirit Catholic Primary School
Zara Bailey	Howard Springs Primary School
Hoa Tran	Humpty Doo Primary School
Zephyr Davis	Jingili Primary School

<i>Name</i>	<i>School</i>
Crisostomo Remulla	Katherine South Primary School
Raquel Samson	Karama Primary School
Jemma Dawson	Katherine School of the Air
Sofia Alexopoulos	Kormilda College
Huw Wiltshire	Larrakeyah Primary School
Theresia Klarissa	Leanyer Primary School
Isaac Campbell	Ludmilla Primary School
Bea Ortiz	Malak Primary School
Aisha Hayashi	Manunda Terrace Primary School
Hannah Evans	Marrara Christian College
Revona Djulumarra	Milingimbi School
Laura Chapman	Moil Primary School
Nuhansi Wijesinghe	Nakara Primary School
Lauren Bridgefoot	Nhulunbuy Primary School
Jemima Tones	Nightcliff Primary School
Sean Cowen	Palmerston Christian School
Ruby Surtees.	Parap Primary School
Ewan Gaykamangu	Ramingining School
Jacob Hayes	Rosebery Primary School
Ruolin Zhao	Ross Park Primary School
Czerene Alvaran	Sacred Heart Catholic Primary School
Anthony Craig-Smith	Sadadeen Primary School
Hamish O'Sullivan	Sattler Christian College
Harrison Port	St Francis of Assisi Catholic Primary School
Jairus Pineda	St Joseph's Catholic College Katherine
Amelia O'Meagher	St Mary's Catholic Primary School
Kayley Palmer	St Paul's Catholic Primary School
Jessica Lai	Stuart Park Primary School
Haylei Whitehead	The Essington School Darwin
Kyla Cena	Woodroffe Primary School
Tameka Van Den Bosch	Yulara School

### Stage 1 Subjects 2014

#### ARTS

Creative Arts  
Dance  
Drama

#### Music

Music Experience  
Music Advanced

#### Visual Arts

Visual Arts — Art  
Visual Arts — Design

#### BUSINESS, ENTERPRISE, AND TECHNOLOGY

Accounting  
Business and Enterprise

#### Design and Technology

Communication Products  
Material Products  
Systems and Control Products  
Information Processing and Publishing  
Information Technology  
Workplace Practices

#### CROSS-DISCIPLINARY

Community Studies  
Cross-disciplinary Studies  
Research Practices  
Integrated Learning  
Personal Learning Plan

#### ENGLISH

English  
English as a Second Language  
English Pathways  
Literacy for Work and Community Life

#### HEALTH AND PHYSICAL EDUCATION

Child Studies  
Food and Hospitality  
Health  
Outdoor Education  
Physical Education

#### HUMANITIES AND SOCIAL SCIENCES

Aboriginal Studies  
Ancient Studies  
Australian and International Politics  
Economics  
Geography  
History  
Legal Studies  
Media Studies  
Philosophy  
Religion Studies  
Society and Culture  
Tourism  
Women's Studies

#### LANGUAGES

Arabic (beginners)  
Arabic (continuers)  
Armenian (continuers)  
Auslan (continuers)  
Australian Languages  
Bosnian (continuers)  
Chinese (background speakers)  
Chinese (beginners)  
Chinese (continuers)  
Croatian (continuers)  
Dutch (continuers)  
Filipino (continuers)  
French (beginners)  
French (continuers)  
German (beginners)  
German (continuers)  
Hebrew (continuers)  
Hindi (continuers)  
Hungarian (continuers)  
Indonesian (beginners)  
Indonesian (continuers)  
Italian (beginners)  
Italian (continuers)  
Japanese (background speakers)  
Japanese (beginners)  
Japanese (continuers)  
Khmer (continuers)  
Korean (background speakers)  
Language and Culture  
Macedonian (continuers)  
Maltese (continuers)  
Modern Greek (beginners)  
Modern Greek (continuers)

Persian (background speakers)  
Polish (continuers)  
Portuguese (continuers)  
Punjabi (continuers)  
Romanian (continuers)  
Russian (continuers)  
Serbian (continuers)  
Sinhala (continuers)  
Spanish (beginners)  
Spanish (continuers)  
Swedish (continuers)  
Tamil (continuers)  
Turkish (continuers)  
Ukrainian (continuers)  
Vietnamese (background speakers)  
Vietnamese (continuers)  
Yiddish (continuers)

## **MATHEMATICS**

Mathematical Applications  
Mathematics  
Mathematics Pathways  
Numeracy for Work and Community Life

## **SCIENCES**

Agriculture and Horticulture  
Biology  
Chemistry  
Geology  
Nutrition  
Physics  
Psychology  
Scientific Studies

### Stage 2 Subjects 2014

#### ARTS

##### **Creative Arts**

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

##### **Music**

Composing and Arranging  
Ensemble Performance  
Musicianship  
Music in Context  
Music Individual Study  
Music Technology  
Performance Special Study  
Solo Performance

##### **Visual Arts**

Visual Arts – Art  
Visual Arts – Design

#### BUSINESS, ENTERPRISE and TECHNOLOGY

Accounting

##### **Business and Enterprise**

Business and Enterprise  
Business and Enterprise: Local Program  
Business and Enterprise: Modified

##### **Design and Technology**

Communication Products I  
Communication Products II  
Material Products I  
Material Products II  
Systems and Control Products I  
Systems and Control Products II  
Information Processing and Publishing  
Information Technology

##### **Workplace Practices**

Workplace Practices A  
Workplace Practices B  
Workplace Practices

#### CROSS-DISCIPLINARY

##### **Community Studies**

Arts and the Community  
Business and the Community  
Communication and the Community  
Design, Construction and the Community  
Environment and the Community  
Foods and the Community  
Health, Recreation and the Community  
Science and the Community  
Technology and the Community  
Work and the Community

##### **Cross-Disciplinary Studies**

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

#### ENGLISH

English as Second Language  
English as Second Language Studies  
English Communications

##### **English Pathways**

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

#### HEALTH AND PERSONAL DEVELOPMENT

Child Studies  
Food and Hospitality

##### **Health**

Health  
Health: Local Program  
Health: Modified  
Outdoor Education  
Physical Education

## **HUMANITIES AND SOCIAL SCIENCES**

Aboriginal Studies  
Australian and International Politics  
Australian History  
Classical Studies  
Economics  
Geography  
Legal Studies  
Media Studies  
Modern History  
Philosophy  
Religion Studies

### **Society and Culture**

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

## **LANGUAGES**

Arabic (beginners)  
Arabic (continuers)  
Armenian (continuers)  
Auslan (continuers)  
Bosnian (continuers)  
Chinese (background speakers)  
Chinese (beginners)  
Chinese (continuers)  
Croatian (continuers)  
Dutch (continuers)  
Filipino (continuers)  
French (beginners)  
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German (beginners)  
German (continuers)  
Hebrew (continuers)  
Hindi (continuers)  
Hungarian (continuers)  
Indonesian (beginners)  
Indonesian (continuers)  
Italian (beginners)  
Italian (continuers)  
Japanese (background speakers)  
Japanese (beginners)  
Japanese (continuers)  
Khmer (continuers)  
Korean (background speakers)  
Latin (continuers)\*  
Macedonian (continuers)  
Malay (background speakers)

Maltese (continuers)  
Modern Greek (beginners)  
Modern Greek (continuers)  
Persian (background speakers)  
Polish (continuers)  
Portuguese (continuers)  
Punjabi (continuers)  
Romanian (continuers)  
Russian (background speakers)  
Russian (continuers)  
Serbian (continuers)  
Sinhala (continuers)  
Spanish (beginners)  
Spanish (continuers)  
Swedish (continuers)  
Tamil (continuers)  
Turkish (continuers)  
Ukrainian (continuers)  
Vietnamese (background speakers)  
Vietnamese (continuers)  
Yiddish (continuers)

### **Australian Languages**

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

### **Language and Culture**

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

## **MATHEMATICS**

Mathematical Applications  
Mathematical Methods

### **Mathematical Pathways**

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

## **SCIENCE**

### **Agriculture and Horticulture**

Agricultural and Horticultural Science  
Agricultural and Horticultural Studies

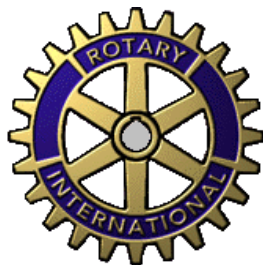
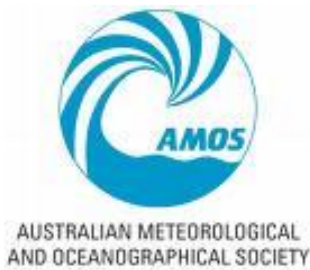
Agricultural and Horticultural Applied  
Technologies  
Agricultural and Horticultural Enterprise  
Agricultural and Horticultural  
Management  
Agricultural and Horticultural Principles  
Biology  
Chemistry

Geology  
Nutrition  
Physics  
Psychology

**Scientific Studies**

Scientific Studies  
Scientific Studies: Modified

The Board acknowledges and thanks Territory businesses, organisations, individuals and government agencies that provided generous sponsorship for the 2014 Northern Territory Board of Studies student awards.



Mathematics Teachers  
Association of the NT

