

Northern Territory Board of Studies

2021 Annual Report



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June 2022

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

Dear Minister,

I am pleased to present the Northern Territory Board of Studies Annual Report for the year ending 31 December 2021.

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

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 2021 calendar year and is the sixth annual report of the Northern Territory Board of Studies (NTBOS) since changes were made to the *Education Act* in 2015.

NTBOS is an independent authority consisting of 11 members: one Department of Education officer nominated by the Chief Executive; 4 stakeholder representatives (parent, teacher, employer and Indigenous); 2 expert members drawn from the Catholic Education Office Northern Territory and the Association of Independent Schools of the Northern Territory; and 4 expert members nominated by the Minister for Education.



The board worked closely with the Department of Education in 2021, particularly with the Quality Teaching and Learning division. This partnership of shared efforts has covered a large number of national curriculum agenda items including: the Australian Curriculum Review; the review of Australia's national architecture for schooling; the South Australian Certificate of Education (SACE) modernisation; the Australian Curriculum, Assessment and Reporting Authority; the Australasian Curriculum, Assessment and Certification Authorities; the National Assessment Program – Literacy and Numeracy; the Northern Territory Certificate of Education and Training; and vocational education and training.

The board has continued to advance its work of contributing to the educational vision of the Territory and its desire to become the most improved education system in the country. The board contributed to the review of school term date structures for 2023 to 2027, reviewed the NTBOS student awards and monitored the outcomes of the NT Indigenous Languages and Cultures Curriculum trial and the Employment Pathways Framework trial.

December 2021 saw the opening of the national and state borders, which led to the spread of COVID-19 transmission in the Territory reaching unprecedented levels. The student award presentation ceremonies, which are held annually in Alice Springs and Darwin, were cancelled due to the ongoing pandemic. These events publicly recognise the academic and vocational excellence of school leavers and acknowledge the educators, schools and families who helped them excel.

On behalf of the board, I extend thanks to 2 departing members, Ms Cheryl Salter and Ms Mary Ellen Venes, for their commitment and contributions to the work of the board during their tenures. The board acknowledges the exceptional 16-year service of Mrs Hazel Horne for her immense dedication and hard work as the board's Executive Officer. I also wish to thank those officers in the Department of Education who have supported the work of the board throughout 2021. And finally, I thank fellow board members for their enthusiastic commitment and the positive way in which they have taken up the challenges of working together to further improve education in the Territory.

A handwritten signature in black ink that reads "Ralph Wiese". The signature is written in a cursive style.

RALPH WIESE
Chair

Functions of the Board

The board has the following functions:

- (a) to provide advice to the Minister for Education and the Chief Executive of the Department of Education on curriculum policy in relation to:
 - (i) establishing and maintaining curriculum frameworks that address the needs of all students in the Territory school education system; and
 - (ii) establishing and maintaining procedures for student assessment, reporting and certification; and
 - (iii) monitoring, evaluating and reporting on student performance; and
 - (iv) improving student outcomes;
- (b) to provide advice to the Minister for Education and the Chief Executive on government policy affecting the board's functions;
- (c) to cooperate and consult with bodies prescribed by regulation that are engaged in education or related matters.

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

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

The board is subject to the directions of the Minister for Education in performing its functions.

Overview

Boards of Studies

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

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

The Board

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

The changes in the legislation, which affected the NTBOS, applied from 1 July 2016. The key difference resulting from the new legislation was that NTBOS 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.

The board consists of 11 members: one Department of Education officer nominated by the Chief Executive; 4 stakeholder representatives (parent, teacher, employer and Indigenous); 2 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 6 expert members must have expertise in prescribed fields.

Board membership as at 30 December 2020

View member profiles: <https://education.nt.gov.au/committees,-regulators-and-advisory-groups>

 <p>Mr Ralph Wiese Chair and expert member Appointed to 30 June 2022</p>	
 <p>Ms Susan Bowden Department of Education member Appointed to 30 June 2023</p>	 <p>Ms Rachel Boyce Expert member Appointed to 30 June 2022</p>
 <p>Mr Charles Richardson Expert member Appointed to 30 December 2023</p>	 <p>Dr Gavin Morris Expert member Appointed to 30 December 2023</p>
 <p>Ms Jacqueline Langdon Catholic Education Officer NT member Appointed to 30 December 2023</p>	 <p>Ms Cheryl Salter Association of Independent Schools of the NT member Appointed to 30 December 2023 Resigned on 30 June 2022</p>
 <p>Mr Roland Houareau Employer representative Appointed to 30 June 2022</p>	 <p>Ms Mary Ellen Venes Teacher representative Appointed to 30 June 2022</p>
 <p>Ms Pauline Schober Indigenous representative Appointed to 30 June 2022</p>	 <p>Ms Tabitha Fudge Parent representative Appointed to 30 December 2023</p>

Meeting Dates 2021

MEETING	DATE	VENUE	DURATION
1	30 March 2021	Darwin	Full day board meeting
2	28 May 2021	Darwin	Full day board meeting
3	3 August 2021	Darwin	Full day board meeting
4	4 November 2021	Darwin	One hour board meeting

Member Attendance Register 2021

Board Members	1	2	3	4
	30/03/21	28/05/21	03/08/21	04/11/21
Ralph Wiese	✓	✓	✓	✓
Mary Ellen Venes	✓	✓	✓	✓
Rachel Boyce	✓	✓	✓	✓
Jacqui Langdon	✓	✓	✓	AP
Susan Bowden	✓	✓	✓	✓
Charles Richardson	✓	✓	✓	✓
Cheryl Salter	AP	AP	✓	✓
Pauline Schober	✓	✓	✓	✓
Dr Gavin Morris	✓	AP	✓	✓
Tabitha Fudge	✓	✓	AP	✓
Roland Houareau	✓	✓	✓	✓

A = Absent

AP = Absent with Apologies

TC = Teleconference

Matters and reports considered by the board in 2021

- Analysis of 2021 Northern Territory Certificate of Education and Training results
- Australasian Curriculum, Assessment and Certification Authorities
- Australian Curriculum, Assessment and Reporting Authority
- Australian Curriculum Review
- Curriculum, Pedagogy, Assessment and Reporting policy review
- Indigenous languages and cultures
- Indigenous education
- Literacy and numeracy
- NAPLAN Online
- National issues and initiatives
- Employment Pathways Realignment 2021
- Online Formative Assessment initiative
- Policies and guidelines
- Senior Secondary Pathways review
- South Australian Certificate of Education Board
- SACE modernisation
- Student awards and ceremonies
- Vocational education and training

Performance of Northern Territory Students in National Assessment Program—Literacy and Numeracy Tests

Background

The National Assessment Program—Literacy and Numeracy (NAPLAN) is a set of tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. NAPLAN is a national standardised assessment and covers a broad spectrum of important functions¹, including:

- monitoring education achievement progress toward national goals
- assessing education system accountability and performance; including inter-jurisdictional and inter-sectoral comparisons and information on performance of students in equity groups
- tracking school improvement
- assessing individual student learning achievement and growth against standardised norms
- providing information to parents/carers on school and student performance.

In 2021, over 1.2 million students in years 3, 5, 7 and 9 across Australia participated in the tests, after being cancelled nationally in 2020 due to the COVID-19 pandemic. NAPLAN assessment has been transitioning from paper-based to online testing, and the transition for Northern Territory (NT) schools was completed in 2021. Nationally, approximately 70% of all students sitting NAPLAN in 2021 took the test online. Detailed analysis and adjustments are made to ensure test results are comparable across test modes.

Each year a national report² is published by the Australian Curriculum, Assessment and Reporting Authority (ACARA) showing NAPLAN results for each state and territory. Parents/caregivers are provided with a student level report detailing the performance of their children relative to other students in the same year level at their school, as well as across Australia. NT schools can access comprehensive student performance data through the online national Student and School Summary Reporting (SSSR) tool. The SSSR allows schools to compare individual student performance against students in the same grade and in the same school. It 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 each school as well as NAPLAN performance. Using the My School website, parents and school communities can compare their school's results with similar student populations.

Equating one test with another is a complex process and involves some degree of statistical error. There are fluctuations in the average NAPLAN test results from year to year which are not statistically significant. It is only when there has been a material 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 2021 NAPLAN National Report contains additional information about whether changes from 2008 to 2021 are significant.

NAPLAN test results are converted to a score on a scale common across year levels and test years. Mean scale score (MSS) is the average of a cohort of students' scores on this scale. This allows for comparisons across calendar years, and also shows students' progress through schooling as they move up the scale. This measure is useful for understanding a cohort's overall performance. A set minimum MSS for each year level must be reached by a student to be considered as meeting national minimum standards (NMS) for their year level and test domain.

¹ [NAPLAN Review Final Report: Purposes of national standardised assessment: P113](#)

² <http://www.nap.edu.au/results-and-reports/national-reports.html>

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 its context differs markedly from any other state or territory. The NT has the smallest population, with the highest proportion living in the most socio-economically disadvantaged areas. Approximately 40% of NT students live in remote and very remote areas. The NT has a vastly higher proportion of students who 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. Given these differences, caution should be taken when comparing NT results with all other states and territories.

Executive Summary

Performance

There has been improvement in year 3 reading results for the NT, with the proportion of students meeting NMS significantly higher in 2021 than the 2008 base year. There was also improvement in year 3 reading nationally over the same time period. Additionally, there were significant improvements in the proportion of students meeting NMS nationally for year 5 reading and numeracy.

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

NT non-Aboriginal student achievement was more comparable with non-Aboriginal student achievement nationally than for the Aboriginal cohort results. The strongest NT non-Aboriginal result for the proportion at or above NMS was in year 3 reading, at 95%, which was 2 percentage points lower than the national level. The lowest NT non-Aboriginal proportion at or above NMS achievement was for year 9 writing, at 76% and was 8 percentage points lower than the Australian average of 84%.

Across the Australian non-Aboriginal NAPLAN cohort year levels, the writing domain had the lowest proportion of students at or above NMS. For non-Aboriginal students, the gap in the proportion at or above NMS between the NT and nationally was largest for the writing domain, averaging 7 percentage points lower across year levels. The average difference in NMS achievement rates across year levels and assessment domains for NT non-Aboriginal students, when compared with non-Aboriginal students nationally, was 4 percentage points lower.

NT Aboriginal students had significantly lower achievement than Aboriginal students nationally. The strongest NT Aboriginal cohort result was in year 3 reading with 49% at or above NMS, which is 35 percentage points lower than the national Aboriginal student proportion of 84%. The lowest proportion at or above NMS for NT Aboriginal students was in writing for year 9, with 19% achieving NMS. This was substantially lower than the national Aboriginal proportion at or above NMS of 52% for this test.

The proportion of Aboriginal students in very remote NT schools at or above NMS ranged from 4 to 31%, with an average of 14% across all assessment domains and year levels. The result represents a decline of 3 percentage points from 2019.

For Aboriginal students in remote NT schools, the proportion at or above NMS was 39% across year levels and test domains, while for Aboriginal students in outer regional NT schools it was 64%.

The proportion of Aboriginal students in remote schools in the NT at or above NMS ranged from 21 to 55% across assessment domains and year levels and for outer regional ranged from 39 to 77%.

For non-Aboriginal students in the NT, there is less variation in average proportion at or above NMS by geolocation, at 86, 89 and 91% respectively for very remote, remote and outer regional regions. The proportion at or above NMS ranged from 56 to 96% across geolocation, year level and assessment domain for non-Aboriginal students in the NT.

Participation

In 2021, participation rates for NT students across year levels and the 5 test domains, ranged from 70 to 88%, compared to 88 to 96% nationally.

The highest NT average participation rates were in year 3, with an average participation rate of 84% across test domains. Year 9 students had the lowest average participation rate at 72% for the NT. This was 18 percentage points lower than the Australian average year 9 rate. NT participation rates continued a trend of decline in 2021 for all year levels with year 9 students recording the biggest decrease.

The NT 2021 participation rate for Aboriginal students across year levels and domains decreased by an average of 8 percentage points from 2019 levels. Year 9 Aboriginal students recorded the lowest participation rate, with an average participation rate of 46% across domains. Year 3 Aboriginal students recorded the highest participation rate across domains, at 66% in 2021. A decline in participation for Aboriginal students compared to 2019 occurred at each year level. Aboriginal participation in the NT is below Aboriginal participation nationally.

The NT participation rates for non-Aboriginal students in 2021 were marginally higher for the year 3, year 5 and year 7 cohorts and marginally lower for year 9 students compared to 2019. Overall the difference in participation for non-Aboriginal students across year levels and domains, in 2021 compared to 2019, was negligible (within 0.7 percentage points). NT non-Aboriginal participation across year levels and test domains ranged from 91 to 97% in 2021 and was on par with non-Aboriginal participation nationally.

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 do not attempt NAPLAN assessments but are counted as part of the cohort of assessed students and are considered to have not met NMS.

Students may be withdrawn from the testing program by the parent/caregiver on the grounds of religious beliefs and philosophical objections to testing.

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

Achievement rates are calculated as all students who were at or above the NMS as a percentage of the total student cohort. The rates include statistically imputed results for absent and withdrawn students, so reported rates represent the full NAPLAN student cohort. Students reported as achieving NMS have typically demonstrated at least the basic elements of literacy and numeracy for that year level. This measure is useful for monitoring the proportion of low performing students, i.e. students 'below national minimum standard', who are likely to need focused intervention and additional support to help them achieve the skills they require to progress in schooling.

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

Participation

National and NT student participation in NAPLAN

The average national participation rate across all year levels fell slightly in 2021 (93%) relative to 2019 (94%). This was predominately driven by falls in the year 7 and year 9 cohorts, which have been following a long-term downward trajectory since NAPLAN began. Year 5 and year 3 participation has been comparatively stable.

NT participation rates have decreased for each year level over the past 4 assessment years. The decline can be attributed to the Aboriginal cohort and is most pronounced in the very remote Aboriginal year 9 cohort, where participation rates in 2021 were half of what they were when testing began in 2008.

Between 2019 and 2021, NT participation rates fell by 0.4 percentage points for the year 3 cohort, 4.1 percentage points for the year 5 cohort, 3.5 percentage points for the year 7 cohort and 5.1 percentage points for the year 9 cohort. Across the 4 year levels, there were 207 fewer students tested in 2021 than in 2019. The NT year 3 cohort had the highest participation rate, at 83.7% across test domains. Table 1 below shows the participation rates for reading, numeracy and writing in the NT from 2008 to 2021.

Table 1. NT NAPLAN participation rates 2008 – 2021

Domain	Year Level	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021
Reading	Year 3	83%	94%	88%	88%	88%	87%	88%	88%	90%	88%	86%	84%	83%
	Year 5	85%	96%	90%	89%	89%	87%	90%	87%	90%	89%	88%	86%	83%
	Year 7	80%	93%	89%	87%	87%	85%	88%	84%	87%	85%	85%	83%	81%
	Year 9	80%	88%	84%	86%	84%	81%	85%	77%	81%	78%	78%	76%	73%
Numeracy	Year 3	83%	92%	88%	87%	86%	86%	89%	87%	89%	87%	85%	82%	82%
	Year 5	85%	95%	88%	88%	87%	86%	88%	86%	89%	87%	86%	84%	81%
	Year 7	81%	93%	90%	87%	86%	85%	87%	85%	84%	84%	84%	82%	79%
	Year 9	79%	88%	83%	85%	83%	80%	84%	76%	80%	77%	75%	74%	71%
Writing	Year 3	82%	95%	89%	89%	89%	88%	89%	89%	91%	89%	87%	85%	88%
	Year 5	84%	96%	90%	89%	89%	88%	90%	88%	90%	89%	89%	87%	84%
	Year 7	79%	94%	90%	89%	88%	87%	89%	86%	85%	86%	86%	84%	81%
	Year 9	79%	90%	84%	87%	85%	81%	85%	78%	83%	80%	79%	78%	73%

Source: ACARA

For explanatory notes see page 14

Overall Achievement

Overall achievement of NT and Australian students

For reading and numeracy test domains, there were statistically significant improvements in 2021 compared to the 2008 base year achievement levels for:

- year 3 and year 5 mean scale score in reading for Australia and the NT
- year 3 percentage of students achieving NMS in reading for Australia and the NT
- year 5 MSS in numeracy for Australia
- year 5 percentage of students achieving NMS for reading and numeracy for Australia.

For the non-Indigenous outer regional cohort, the proportion at or above NMS is similar to the non-Indigenous outer regional cohort nationally. However, for comparisons across year levels and assessment domains, without disaggregation by Aboriginality and geolocation, the proportion of NT students at or above NMS remains smaller than other states and territories.

Table 2. Reading and Numeracy 2021 MSS and proportion of students at or above NMS including 2008 to 2021 score change³

Test Domain	Year Level	2021 Mean Scale Score and Change on 2008		2021 Per cent of Students At or Above National Minimum Standard and Change on 2008	
		NT	Aust	NT	Aust
Reading	3	368	438	77	96
		61	37	14	4
	5	437	511	69	95
		32	27	6	4
7	477	542	67	94	
	9	6	-1	0	
Numeracy	3	513	577	63	90
		-11	-1	-7	-3
	5	340	403	73	95
		1	6	-4	0
7	424	495	67	95	
	8	19	-3	2	
9	477	550	65	93	
	-11	5	-11	-2	
9	533	588	71	95	
	0	5	-3	1	

³ The bold figures show the MSS; the smaller figures show change from 2008.

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

Achievement by Aboriginal Status

Reading

The proportion of students at or above national minimum standards for reading, by Aboriginality and overall, for each year of NAPLAN testing is provided in Table 3.

Table 3. Percentage of NT students achieving NMS in Reading; by Indigenous status and year level; 2008 – 2021

Indigenous Status	Year Level	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021
Non-Aboriginal	Year 3	88%	90%	91%	89%	91%	93%	89%	92%	93%	92%	93%	94%	95%
	Year 5	89%	89%	89%	89%	89%	95%	92%	91%	92%	94%	94%	94%	94%
	Year 7	94%	92%	93%	92%	91%	93%	94%	94%	93%	93%	94%	95%	93%
	Year 9	92%	91%	91%	89%	88%	92%	91%	92%	93%	90%	92%	89%	88%
Aboriginal	Year 3	30%	40%	43%	40%	40%	51%	34%	43%	42%	43%	41%	43%	49%
	Year 5	26%	31%	31%	29%	27%	47%	32%	38%	27%	35%	37%	34%	35%
	Year 7	32%	36%	40%	43%	39%	33%	37%	45%	37%	32%	34%	39%	34%
	Year 9	38%	32%	32%	37%	29%	38%	34%	33%	34%	31%	30%	34%	32%
All	Year 3	63%	69%	70%	68%	69%	74%	67%	71%	74%	72%	71%	73%	77%
	Year 5	63%	65%	64%	62%	61%	74%	66%	68%	64%	69%	71%	68%	69%
	Year 7	67%	71%	72%	71%	69%	66%	69%	72%	68%	67%	69%	70%	67%
	Year 9	70%	69%	68%	69%	65%	71%	69%	66%	68%	66%	66%	66%	63%

Source: ACARA

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

There are few discernible long-term trends for the proportion of students at or above NMS and volatility in the year to year changes is common. The clearest long-term trends are an improvement for year 3 and a decline for year 9 students in reading.

A large gap in the proportion of Aboriginal students achieving NMS compared to non-Aboriginal students across year levels has remained in place for reading. The difference in the proportion of students, particularly Aboriginal, at or above NMS between year 3 and year 9 has increased in recent years with more year 3 students meeting NMS.

The percentage of NT Aboriginal students who achieved NMS for reading was less than the proportion of Aboriginal students nationally with the difference ranging from 35 to 43 percentage points difference across year levels.

Non-Aboriginal students in the NT had a high percentage of students achieving NMS for reading in 2021 for each year level, the highest being year 3, at 95%. The proportion of non-Aboriginal students achieving NMS was similar but lower than non-Aboriginal students nationally, with the difference ranging from 2 to 3 percentage points across year levels.

Numeracy

The proportion of students at or above NMS for numeracy, by Aboriginality and overall, for each year of NAPLAN testing is provided in Table 4.

Table 4. Percentage of NT students achieving NMS in Numeracy; by Indigenous status and year level; 2008 – 2021

Indigenous Status	Year Level	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021
No-Aboriginal	Year 3	97%	92%	93%	95%	93%	96%	93%	95%	95%	95%	96%	94%	94%
	Year 5	92%	93%	93%	95%	92%	94%	92%	94%	95%	96%	97%	95%	94%
	Year 7	96%	94%	94%	93%	92%	94%	95%	96%	95%	95%	96%	95%	92%
	Year 9	94%	94%	93%	92%	92%	90%	93%	96%	96%	96%	96%	96%	94%
Aboriginal	Year 3	52%	41%	46%	59%	40%	50%	43%	49%	50%	50%	53%	46%	41%
	Year 5	38%	46%	38%	45%	35%	40%	36%	46%	44%	45%	48%	44%	30%
	Year 7	50%	44%	42%	44%	42%	45%	48%	54%	47%	46%	50%	45%	32%
	Year 9	46%	45%	36%	42%	45%	36%	44%	57%	46%	61%	54%	57%	43%
All	Year 3	77%	70%	72%	79%	70%	76%	73%	75%	78%	76%	78%	74%	73%
	Year 5	69%	74%	69%	73%	67%	70%	68%	73%	74%	75%	78%	73%	67%
	Year 7	76%	75%	72%	72%	71%	72%	74%	77%	74%	74%	77%	73%	65%
	Year 9	74%	76%	71%	73%	74%	68%	74%	79%	75%	81%	78%	80%	71%

Source: ACARA

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

The percentage of non-Aboriginal students in the NT achieving NMS in numeracy is close to the Australian average, with the difference ranging from 2 to 3 percentage points across year levels. The percentage of non-Aboriginal students achieving NMS in numeracy in 2021 was stable for year 3, but decreased marginally for years 5, 7 and 9 compared to 2019.

There were significant declines in the proportion of NT Aboriginal students achieving NMS for numeracy in 2021 compared to 2019 for year levels 5, 7 and 9. The year 3 non-Aboriginal cohort was the only one not to record a decline from 2019 to 2021 for numeracy.

While there were some significant declines from 2019 to 2021, there has been no long-term trend of change over the duration of NAPLAN testing for the proportion of students achieving NMS in numeracy for any year level.

Writing

The proportion of students at or above NMS for writing, by Aboriginality and overall, for each year of NAPLAN testing is provided in Table 5. 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.

Table 5. Percentage of NT students achieving NMS in Writing; by Indigenous status and year level; 2008 – 2021

Indigenous Status	Year Level	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021
Non-Aboriginal	Year 3	-	-	-	93%	94%	92%	90%	94%	96%	93%	92%	94%	93%
	Year 5	-	-	-	89%	90%	88%	86%	87%	91%	88%	86%	89%	88%
	Year 7	-	-	-	85%	86%	84%	84%	80%	86%	82%	83%	84%	84%
	Year 9	-	-	-	80%	77%	77%	75%	69%	76%	74%	74%	72%	76%
Aboriginal	Year 3	-	-	-	42%	37%	39%	34%	43%	44%	42%	34%	43%	42%
	Year 5	-	-	-	29%	29%	25%	25%	26%	29%	28%	24%	30%	25%
	Year 7	-	-	-	26%	25%	21%	20%	16%	23%	21%	19%	22%	24%
	Year 9	-	-	-	23%	20%	21%	18%	14%	18%	18%	15%	18%	19%
All	Year 3	-	-	-	70%	69%	69%	68%	73%	76%	72%	68%	72%	73%
	Year 5	-	-	-	62%	62%	60%	60%	60%	65%	63%	62%	64%	61%
	Year 7	-	-	-	59%	60%	56%	56%	52%	58%	56%	57%	57%	57%
	Year 9	-	-	-	58%	55%	54%	53%	45%	52%	51%	49%	49%	51%

Source: ACARA

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

The proportion of year 9 at or above NMS, for both Aboriginal and non-Aboriginal students, increased in 2021 compared to 2019. However, the proportion of NT students at or above NMS in writing decreases with progression through schooling, with the smallest proportion of students achieving NMS in year 9 and highest proportion in year 3.

The proportion of year 3 NT students achieving NMS in 2021 is higher than the 2011 base year, while for other year levels it is lower. The percentage of NT Aboriginal students who achieved NMS for writing was lower than the proportion of Aboriginal students nationally with the difference ranging from 32 to 48 percentage points across year levels.

The proportion of NT non-Aboriginal students across year levels achieving NMS was 4 to 8 percentage points below the national proportion of non-Aboriginal students achieving NMS. This gap in writing achievement, for NT non-Aboriginal students compared to non-Aboriginal students nationally, is larger than for reading and numeracy.

Aboriginal and non-Aboriginal students for year levels 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.

Vocational Education and Training Delivered to Secondary Students

The Department of Education's Industry Training Programs business unit provides funding, industry connection and support for schools and students accessing vocational education and training (VET) across urban, regional and remote areas of the NT. This support includes the development and management of industry partnerships to assist the transition of students into the workplace.

Overall Vocational Education and Training Data 2021

In 2021, 2330 students enrolled in a nationally accredited VET course, of these:

- 1,039 students (45%) completed a VET qualification
- 971 students (42%) were female
- 813 students (35%) were Aboriginal
- 199 students in NT schools (government and non-government) participated in school-based apprenticeships, with 81 students being Aboriginal.

In 2021, 1,432 students completed an NT Certificate of Education and Training (NTCET); of these:

- 47% of students completed VET competencies and an NTCET
- 26% of students used VET to complete their NTCET.



Aviation Australia's VET students studying to be aircraft technicians.

Snapshot of Industry Training Programs

Aircraft Technician Pathway Program

The two-year Aircraft Technician Program commenced in 2019 delivering Certificate II in Aircraft Line Maintenance in Alice Springs and Darwin, supported by Chartair and CareFlight. This cohort will complete the qualification over 18 months.

NT Police, Fire and Emergency Services Cadet Program

NT Police, Fire and Emergency Services and the Department of Education partnered to offer students Certificate III in Business and Certificate II in Community Engagement over 18 months, growing a workforce in the public sector.

The Maritime Program

The Maritime Program equips students from remote, regional and urban NT schools with the skills, knowledge and expertise required for employment within the maritime industry. This program offers a range of employment pathways and is heavily aligned with industry such as community ranger groups and other maritime related areas, for instance, barge companies, water police, surf lifesaving and fisheries.

Learning on Country

Learning on Country is a culturally relevant school-based Indigenous ranger facilitated program aimed at linking Australian Curriculum subjects with field-based experiential learning and data collection. Through this program, Indigenous Land and Sea Rangers and Indigenous traditional owners collaborate with schools to teach remote Indigenous school students language, culture, literacy and numeracy, science and work skills, and impart local Indigenous knowledge both 'on country' and in classrooms. These programs may also be tied to a VET program that is nationally recognised.

2021 Northern Territory Certificate of Education and Training

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

The NTCET generally takes a minimum of 3 years to complete. It usually commences in year 10 with one subject, the Personal Learning Plan (PLP), followed by Stage 1 subjects, usually in year 11, followed by Stage 2 subjects, usually in year 12. The NTCET requires students to complete a pattern of Stage 1 and Stage 2 subjects which includes some compulsory components. Recognition for VET may be included in the study pattern.

To qualify for the NTCET, students must record achievement in 200 credits and achieve satisfactory results in at least 140 credits. Students must also gain a C grade or higher for 20 credits of literacy, 10 credits of numeracy, 10 credits of the PLP and 60 credits at a C- or better in Stage 2 subjects or their equivalent.

2021 Results Release

Students who completed requirements for the NTCET during 2021 received their results on 13 December 2021. The release date was coordinated with the South Australian Certificate of Education Board of South Australia (SACE Board of SA). All students in the NT and SA in urban, regional and remote areas were able to access their results electronically on the same day.

A results enquiry service was available to year 12 students and their parents from 13 to 31 December 2021. This service, operating from the Teaching and Learning 10-12 team, Department of Education, aimed to assist students with interpreting results and support students and parents with advice about future pathways. Students were able to access the service via a free call number. The service received 4 calls in 2021.

2021 Results Data – Northern Territory

Caveats

- *This data is valid as of 30 March 2022.*
- *Use of this data is subject to the Protocols outlined in Memorandum of Administrative Arrangement (Data Exchange) between the SACE Board of SA and the Department of Education.*

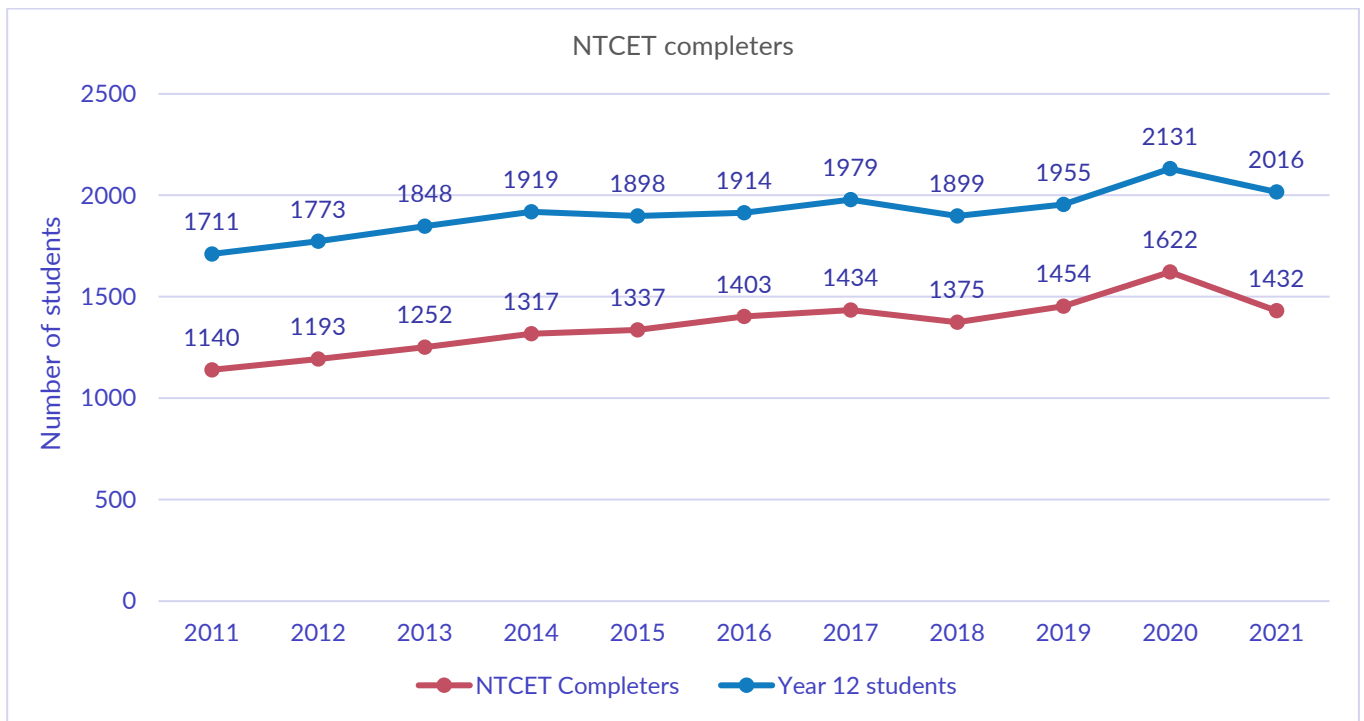
Notes:

- *Students receive 10 credits for a one-semester subject.*
- *Students receive 20 credits for a full-year subject.*
- *At Stage 1, students can enrol in the same subject code more than once. These figures therefore reflect completed enrolment numbers rather than a student count.*
- *Non-graded results (for Modified subjects) are reported to students as 'Completed' or 'Not Completed' without an accompanying score or grade.*

2021 NTCET Statistics

In 2021, the NTBOS issued 1,432 certificates to students after results were finalised.

Figure 1 Number of NTCET completers compared to the number of year 12 enrolments from 2011 - 2021 from the age grade census*



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

The Age Grade Census is taken in August annually and counts enrolled students by assigned year levels. Not all students who are in year 12 are in the final year of their NTCET.

Figure 2: Percentage of enrolled year 12 students who obtained an NTCET from 2011-2021

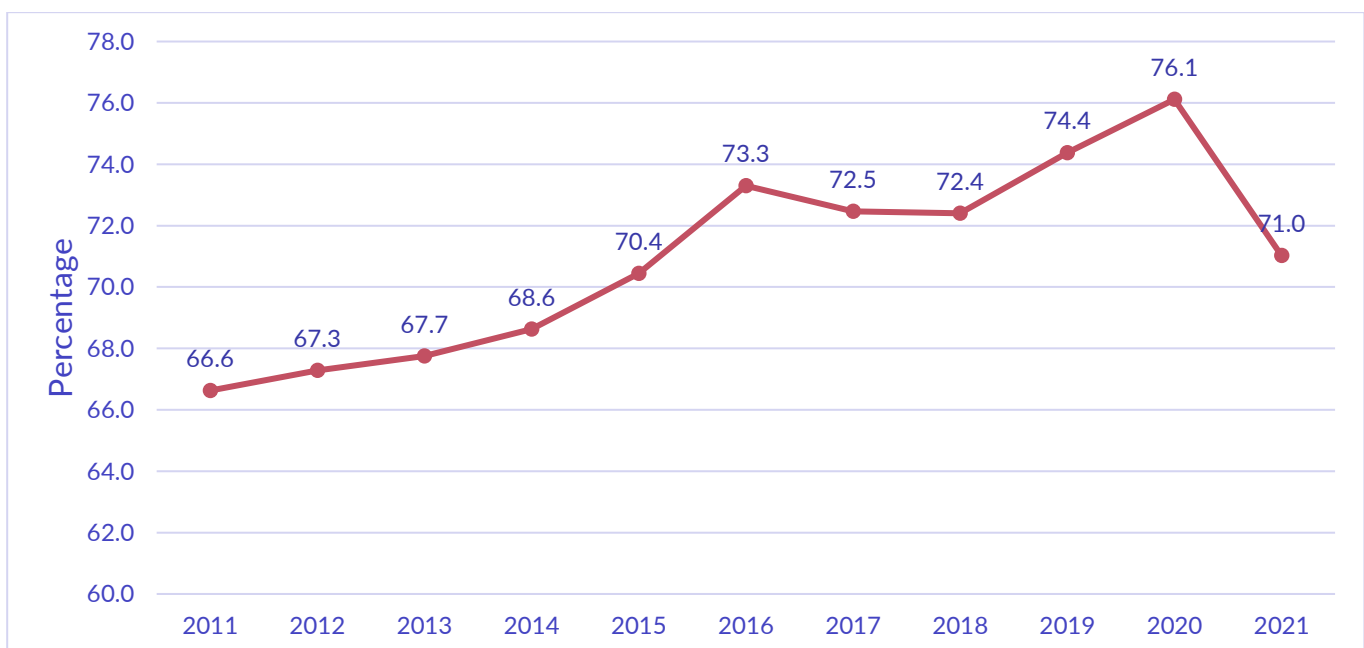


Figure 1 and Figure 2 analysis

In 2021, there were 190 fewer NTCET completers than in 2020. There was also a decrease in the number of year 12 students in the population.

The percentage of year 12 students who obtained an NTCET in 2021 decreased by 5.1% from 2020.

Aboriginal and Torres Strait Islander Completion

Figure 3: NTCET completers by Aboriginal and Torres Strait Islander status

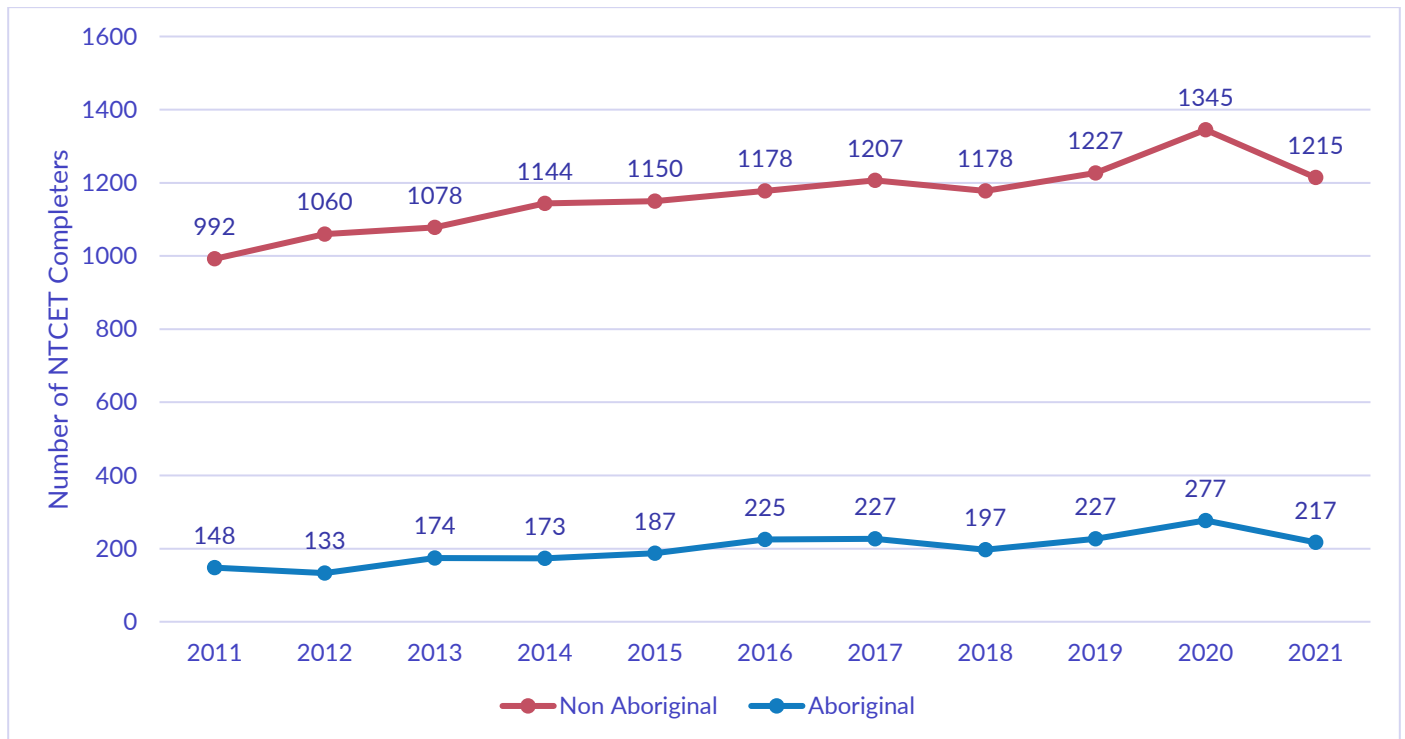


Figure 3 Analysis

In 2021, 217 Aboriginal or Torres Strait Islander students completed an NTCET, a decrease of 60 from the previous year. This represents 15% of the NTCET completers and is a 2% decrease from the previous year.

NTCET Completion by Gender

Table 1: Number of year 12 students compared to number of certificates issued from 2011 – 2021 by gender

Year	Females		Males	
	Year 12 population	NTCET completions	Year 12 population	NTCET completions
2011	826	575	885	565
2012	901	640	872	553
2013	946	671	902	581
2014	1023	715	896	602
2015	982	695	916	642
2016	989	736	925	667
2017	998	730	981	704
2018	982	731	917	644
2019	1014	784	941	670
2020	1125	880	1006	742
2021	1066	776	949	656

One student identified gender as 'other' and is not included in the data above.

Table 2: Number of year 12 students compared to number of certificates issued from 2011 – 2021 by gender in percentage

Year	Percentage Female (%)		Percentage Male (%)	
	Year 12 population	NTCET completions	Year 12 population	NTCET completions
2011	48	50	52	50
2012	51	54	49	46
2013	51	54	49	46
2014	53	54	47	46
2015	52	52	48	48
2016	52	52	48	48
2017	50	51	50	49
2018	52	53	48	47
2019	52	54	48	46
2020	53	54	47	46
2021	53	54	47	46

Table 2 Analysis

The percentage of females has been higher in the population than males since 2012.

The percentage of females who have attained an NTCET has been higher than the percentage of males who have attained an NTCET since 2012.

Figure 4: Aboriginal and Torres Strait Islander completers by gender

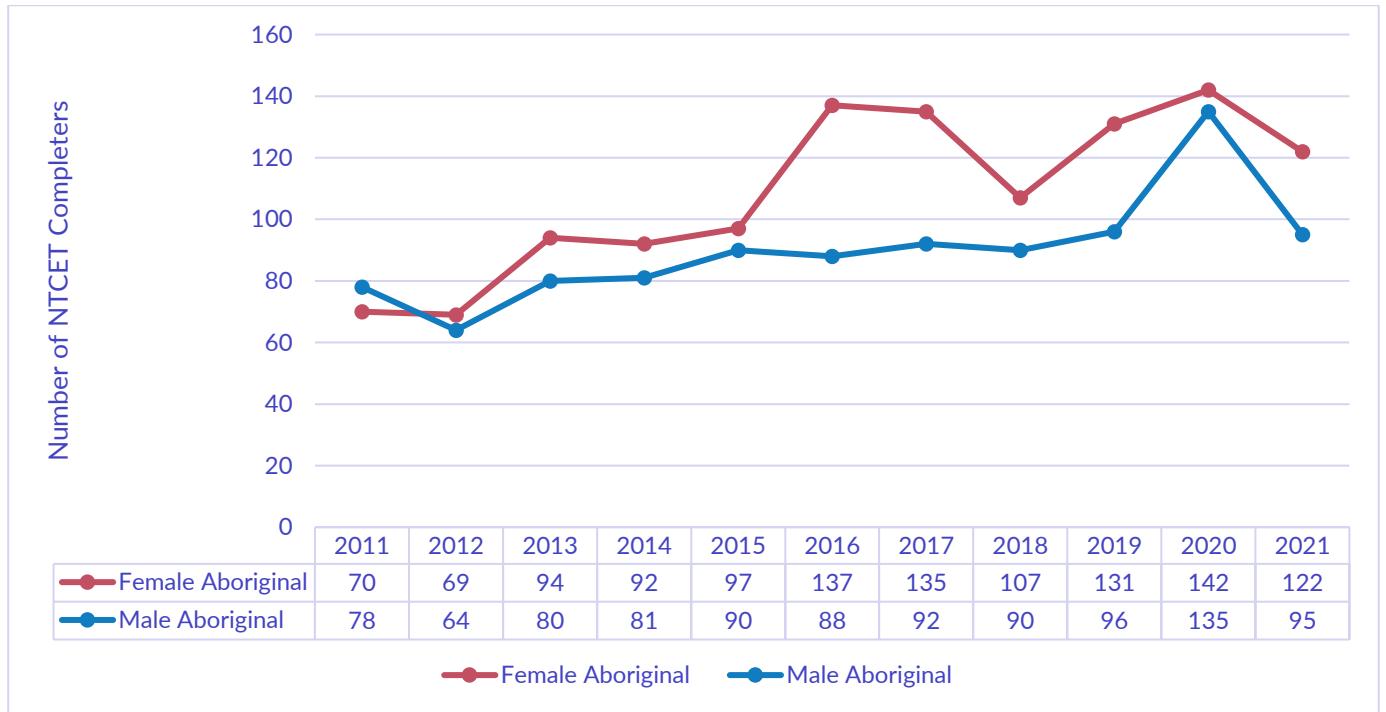


Figure 4 Analysis

Forty more male Aboriginal and Torres Strait Islander students attained an NTCET in 2020 compared to 2021. This represented a 5% difference in attainment in males in 2021.

NTCET Completion by Sector

Figure 5: NTCET completions by sector from 2011-2021

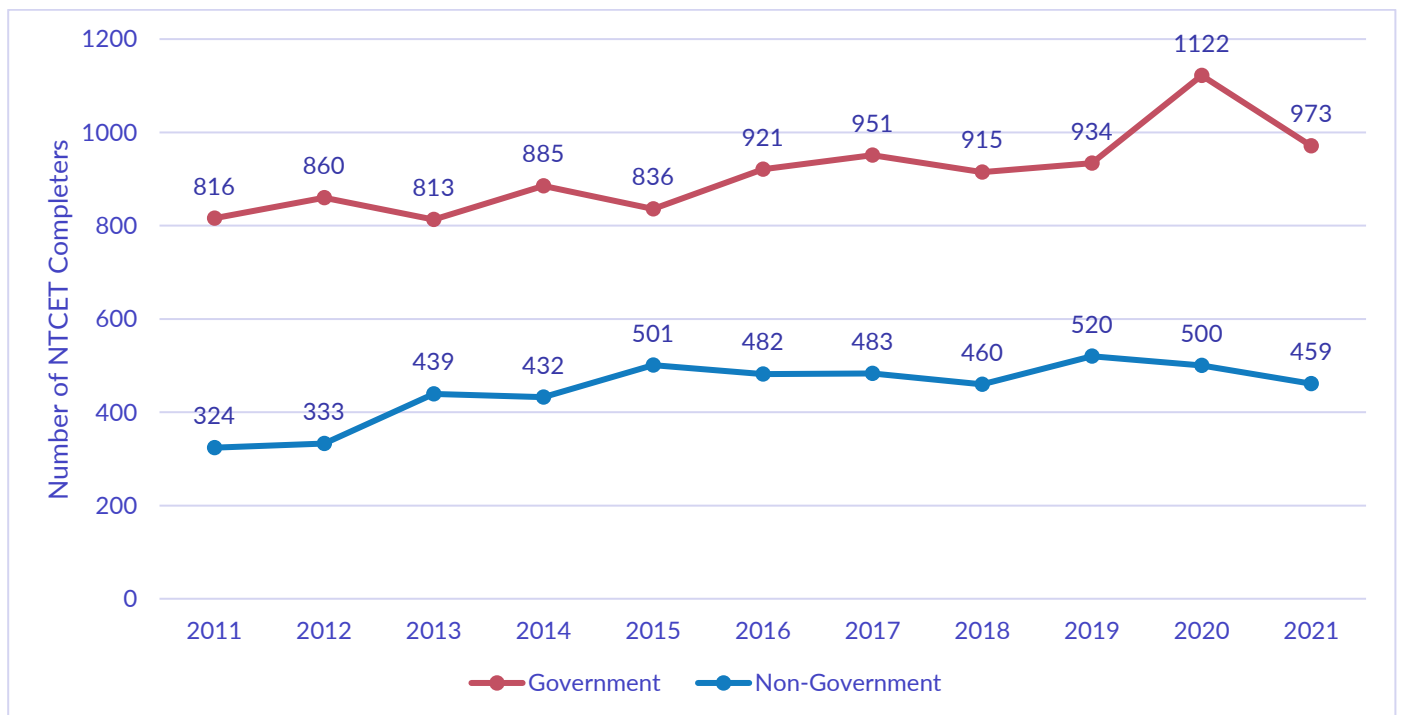


Figure 5 Analysis

There was a 1% change in the distribution of NTCETs in the government and non-government sectors between 2020 and 2021. The non-government sector increased to 32% in 2021 while the government sector decreased to 68%.

Figure 6: Aboriginal and Torres Strait Islander NTCET completers by sector

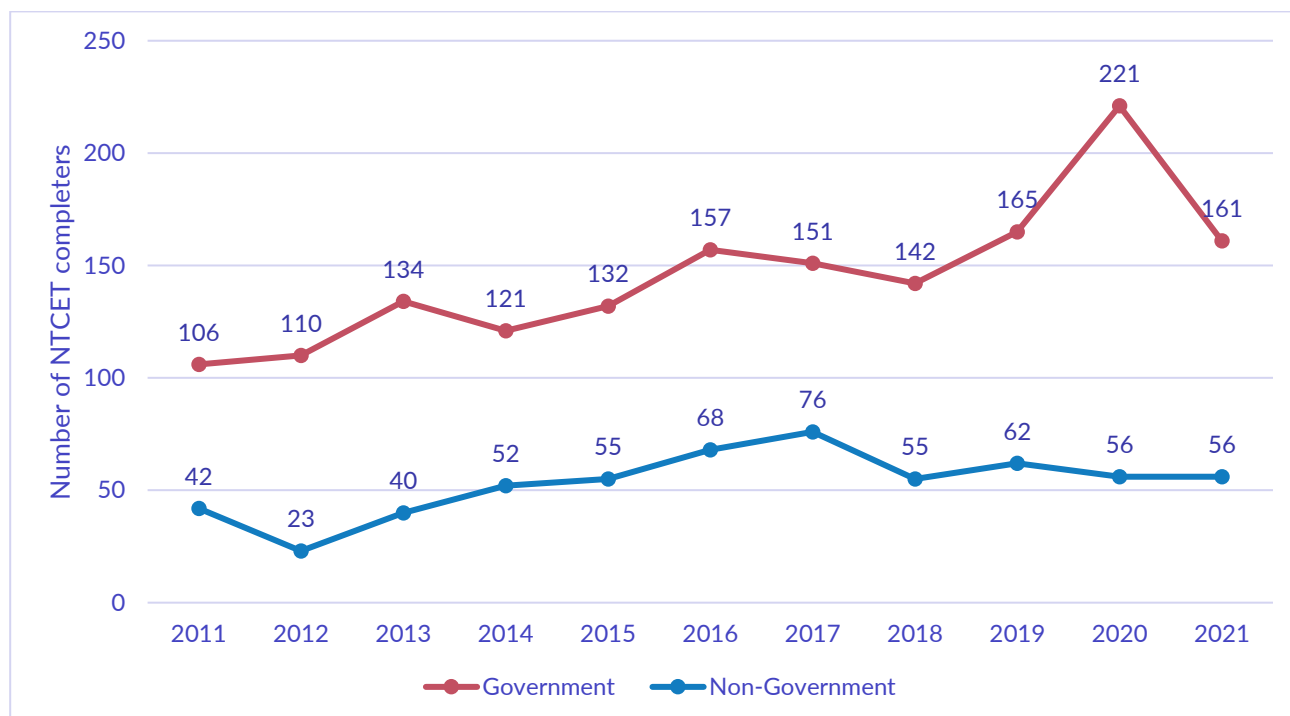
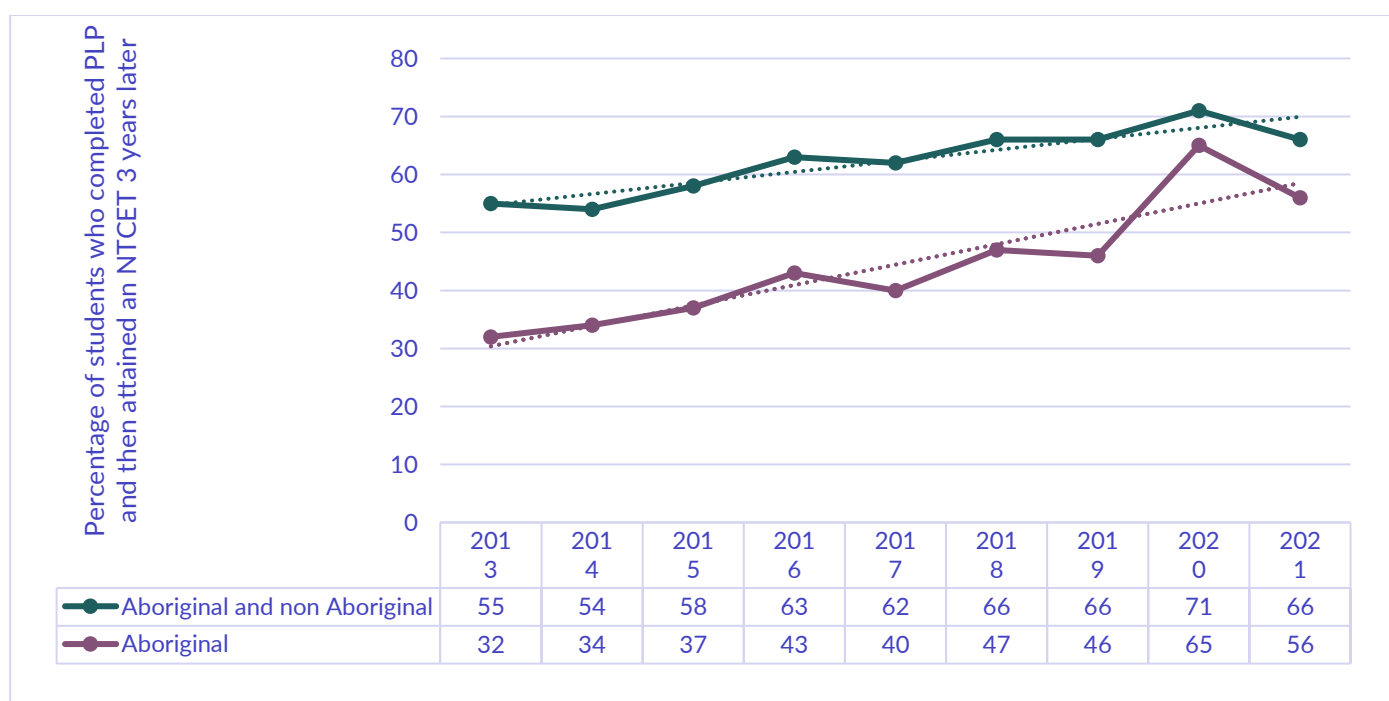


Figure 6 Analysis

There was a relative 5.6% decrease in the number of completers in the government sector from 2020 and 5.6% increase in the percentage of completers in the non-government sector.

Figure 7: 2011 - 2021 PLP to NTCET completion rate



* PLP progress data for 2021 provided by the SACE Board on 20 December 2021

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

Figure 7 shows the PLP to NTCET completion rate. This is the percentage of students completing an NTCET compared to the number of students who completed the Stage 1 PLP in year 10.

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

- students take 3 years to complete an NTCET
- students do not join or leave the cohort.

Figure 7 Analysis

The retention of all students between year 10 and NTCET completion continues to increase over time with the gap closing between the entire cohort and Aboriginal students.

Top 20 NTCET Students and Merit Awardees

The top 20 achieving NTCET students in the NT are recognised every year by NTBOS. These students gained university aggregates that ranged from 89.10 to 83.95.

Of the top 20 students, 11 were female and 9 were male.

8 of the top 20 students were from The Essington School, 4 from St Philip's College, 3 from Darwin High School, and 1 each from Casuarina Senior College, Katherine High School, Our Lady of the Sacred Heart College (NT), Palmerston College and O'Loughlin Catholic College.

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

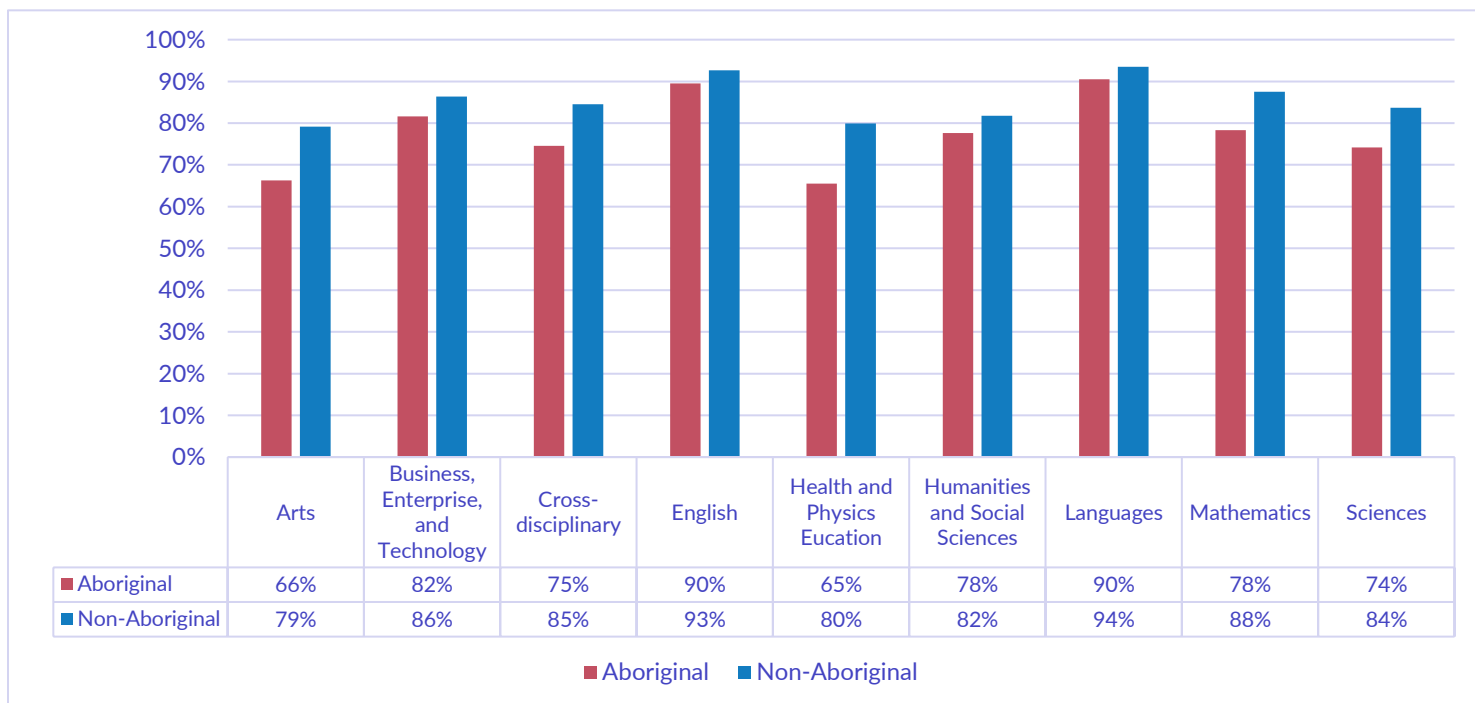
- gain an overall subject grade of A+ for that subject; and
- be selected by a panel, appointed by the SACE Board, as demonstrating exceptional achievement in the subject. Typically, fewer than 2% of the subject cohort would meet this criterion.

Forty-six A+ merits were awarded to 39 students in 26 subjects from 10 NT schools; 4 government and 6 non-government, with 4 students achieving A+ merits in more than one subject.

Stage 1 Results

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

Figure 8 Stage 1 results by learning area, 2021*

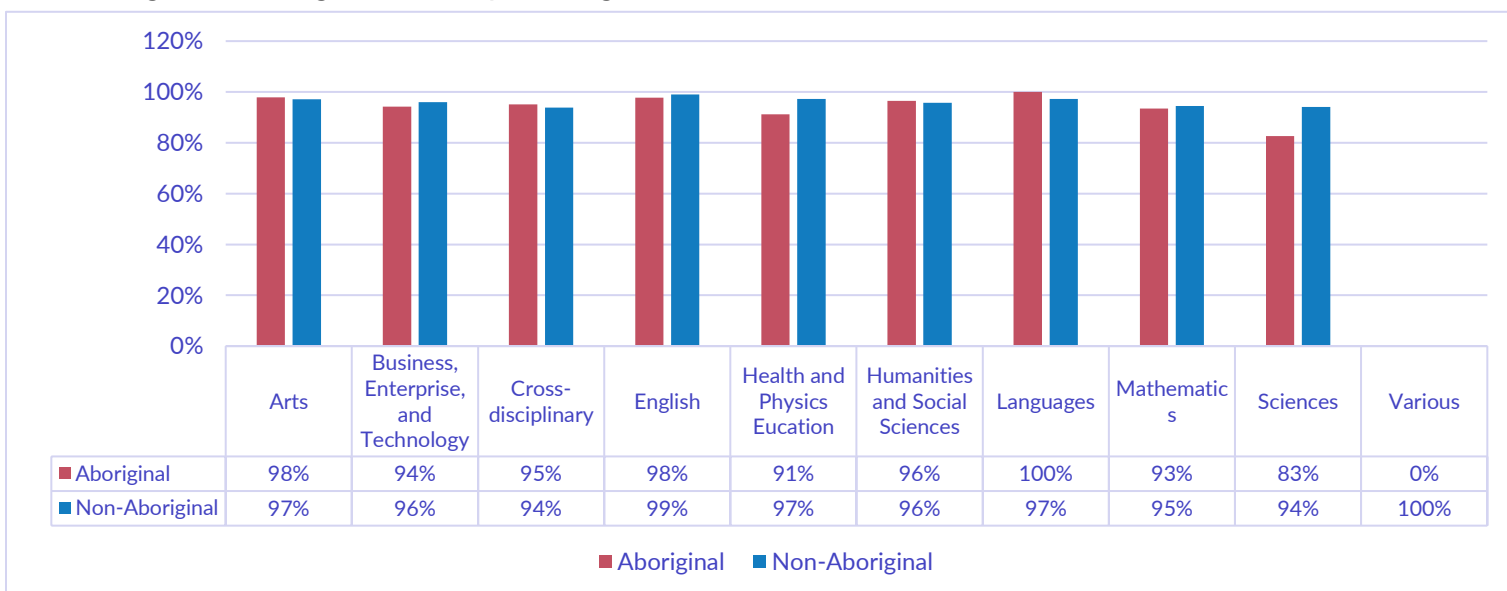


*Data extracted from NTCET PowerBI, refreshed 22 April 2022

Stage 2 Results

The figure below provides the percentage of students enrolled in all Stage 2 learning areas who obtained a C grade or above.

Figure 9: Stage 2 results by learning area, 2021*



* Data extracted from NTCET PowerBI, refreshed 22 April 2022

Vocational education and training that contributes to the NTCET

Table 3: NTCET students and their VET completions

VET Completions	2021
Number of students who completed the NTCET with VET	673
Number of students who completed the NTCET and would not have done so without VET	372

**2021 NTCET Completers VET Data as extracted on 22 April 2022*

Source SACE Board via Schools Online

In the NTCET, VET 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-seven percent of students completed VET competencies and an NTCET, the same percentage as in 2021. Twenty-six percent of students used VET to complete their NTCET compared to 27% in 2020.

2021 NTBOS Student Awards

2021 NTBOS award winners can be viewed on the NTBOS webpage link at <https://education.nt.gov.au/education-events-and-awards/ntbos-awards>

NTBOS holds student award presentation ceremonies each year in Alice Springs and Darwin to publicly recognise the academic and vocational education and training achievements of the year's outstanding senior secondary students. The events are held in the first 2 weeks of February and are hosted by the Minister for Education. In 2021, the award ceremonies in Alice Springs and Darwin were cancelled due to the COVID-19 pandemic.

The 2021 awards formally recognised the top 20 achieving NTCET students, the students who received an A+ with merit for Stage 2 board-accredited subjects and industry-sponsored awards for particular subjects.

NTBOS 2021 Awards for Academic Excellence

Current and past award winners can be viewed on the webpage link <https://education.nt.gov.au/education-events-and-awards/academic-excellence-awards>.

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 2021 school year are listed below:

Year 6 Students

Student	School
Isla De Souza	Sacred Heart Catholic Primary School
Jayden Waistcoat	Sadadeen Primary School
Peta Knyvett	Sattler Christian College
Rioli Manyarr	Shepherdson College
Ashleigh Overall	St Francis of Assisi Catholic Primary School
Rhys Atkinson	St Joseph's Catholic College - Katherine
Nicola Fallon	St Mary's Catholic Primary School
Prionty Modak	St Paul's Catholic Primary School
Maeve Swanson	Stuart Park Primary School
Matthew Kollakkombil	Tennant Creek Primary School
Harindu Mahavithana	The Essington School
Carth Berces	Wagaman Primary School
Rohan Rajesh	Woodroffe Primary School
Isabelle Lloyd	Wulagi Primary School
Natasha Hunter	Yulara Primary School

Year 9 Students

Student	School
Gracie Harris	Alice Springs School of the Air
Jayden Lergessner	Alyangula Area School
Samuel Cheetham	Araluen Christian College
Cameron Mitchell	Batchelor Area School
Anuj Desai	Darwin Middle School
Gabriella Francis	Dripstone Middle School
Rei Rong-En Lee	Dripstone Middle School
Emma Willis	Good Shepherd Lutheran College
Olivia Usher	Katherine High School
Pepper Wortley	Katherine School of the Air
Selena Banister	Marrara Christian College
Daniel Hetharia	Nhulunbuy Christian College
Ryan Jeffry	Nhulunbuy High School
Paddy van der Geest	OLSH Catholic College Alice Springs
Samson Bament	O'Loughlin Catholic College
Eleftheria Smaliou	Palmerston College
Rebekah Ebin	Palmerston Christian College
Benjamin Nguyen	Sanderson Middle School
Elissa Jeffers	Sattler Christian College
Chelsea Djarrngdjarrng	Shepherdson College
Ellamae Tisbe	St Joseph's Catholic College Katherine
Aeiden Arulkumar	St John's Catholic College
Dylan Mortimer	Taminmin College
Rupendren Manimaran	The Essington School
Xiaonan Wang	Tennant Creek High School

Year 12 Students

Student	School
Bonita Penhaligan	Batchelor Area School
Jacinta Saynor	Casuarina Senior College
Tryphena Phillis	Centralian Senior College
Olivia Anderson	Darwin High School
Thomas Willis	Good Shepherd Lutheran College
Sebastian Gazey	Katherine High School
Ella Seaniger	Nhulunbury High School

Annaliese Lloyd	NT Christian College
Nyk Balanay	Northern Territory School of Distance Education
Elisha Pettit	O'Loughlin Catholic College
Matil Hadad	OLSH Catholic College Alice Springs
Zissa Taylor	Palmerston College
Sharmayne Rizaldo	Palmerston College
Sheridane Rrondhu	Shepherdson College
Cadence Kavanagh	St John's Catholic College
Lander James Celis	St Joseph's Catholic College
Joel Verdillo	Tennant Creek High School
Shonna Overend	Taminmin College
Jessica Broadway	Taminmin College
Daniel Sales	The Essington School

Year 12 Aboriginal students

Student	School
Eddie Hill	Batchelor area school
Brooke Marchant	Casuarina Senior College
Alyssa Mason	Centralian Senior College
Lori Wilson	Darwin High School
Tiana James	Good Shepherd Lutheran College
Nikita Kruger	Katherine High School
Lily Lobenwein	Nhulunbury High School
Jaye Raymond	NT Christian College
Emily Stenberg	Northern Territory School of Distance Education
Anisha Damaso	O'Loughlin Catholic College
Imani Collins Thompson	OLSH Catholic College Alice Springs
Gabrielle Da Costa	Palmerston College
Tanisha Garatjarr	Shepherdson College
Tineka Turner	St John's Catholic College
Alicia Lee	St Joseph's Catholic College
Joshua Gabriel	Tennant Creek High School
Kida-Jane Langham	Taminmin College
Nathan Wright	The Essington School

Year 12 Personal Learning Achiever

Student	School
Isaiah Bunn	Casuarina Senior College
Brendon Inkamala	Centralian Senior College
Zachariah Korfias	Darwin High School
Luke Griffin	Good Shepherd Lutheran College
Petta Tabuai	Katherine High School
Adam Pridgeon	Nhulunbury High School
Tahlia Puckett	NT Christian College
Matalau Higlett	O'Loughlin Catholic College
Kynan Inglis	Palmerston College
Caracella Yidirrwa	Shepherdson College
Rebecca Usher	St Joseph's Catholic College
Joshua Gabriel	Tennant Creek High School
Ashley Powell	Taminmin College
Cyra Sebastian	The Essington School