

Catholic Education
NORTHERN TERRITORY
Faith in their future

Annual Report 2024

Contents

Letter to the Bishop 03

Director's Report 04

What we do at CENT 07

Map - 18 CENT Schools Snapshot 09

Governance Catholic Education Council of the Northern Territory 16

Catholic Education Council Membership 18

Council Standing Committees 20

Strategic Plan - Towards 2026 24

2024 Sucess Stories - Growing Gods Kindgom with Success and Excellence 26

Excellent Student Learning and Engagement 28

- Inclusion Support Services 30

- NAPLAN 2024 32

Intentional Capacity building 38

Enlivening Faith Formation and Religious Education 40

Quality Governance and Sustainability 43

Finance and Infrastructure 44

Conclusion 47

Statistical Snapshot - School and Staff Profile 48

Year at a Glance 50

CENT Top Student Achievers 2024 51

Acronyms 53

Letter to the Bishop
The Most Rev Charles Gauci, Bishop of Darwin



The Most Rev Charles Gauci
Bishop of Darwin
GPO Box 476
Darwin NT 0801

Dear Bishop Gauci

On behalf of the Catholic Education Council (CEC) of the Northern Territory, we present you with the Catholic Education Northern Territory (CENT) Annual Report for the year 2024.

For 2024 we again acknowledge the Australian Government's commitment to funding non-government schools. As a part of this the Australian Government has provided Catholic Education in the Northern Territory choice and affordability for parents over the next decade as our schools transition to the new Direct Measure of Income (DMI) funding
Arrangements.

In 2024 the Catholic Education Office (CEO) continued to focus on the Key Areas of the 2022 - 2025 'Towards 2026' Strategic initiative through its active and multi-faceted engagement with school communities. CENT has in 2024 used these strategic directions to drive the delivery of quality service and support to eighteen Catholic schools in the Northern Territory.

The development of a Reconciliation Action Plan (RAP) for the system, and with schools developing their own, provides a clear focus on the role and contribution of Aboriginal staff in our system. In conjunction with the RAP, the Aboriginal Workforce initiative also drives strategy
around ongoing skills enhancement. The formation and approval in 2024 of the Catholic Aboriginal Leadership Team Spirituality Statement was an important and valued example of how such skills are emerging and it adds much to deepen our understanding of how Aboriginal and Catholic culture and tradition can reinforce our shared work.

The CEO continues to represent NT Catholic schools in its work with the Australian and Northern Territory Governments on a range of important issues such as school funding, support for special needs students, student wellbeing, boarding facilities, capital subsidy, development of new sites and building projects to provide excellent quality and delivery of education to children in our care.

This Annual Report reflects the accountability and governance responsibilities of the Catholic Education Council (NT) in relation to our Strategic Plan in the Key Areas of Catholic Identity and Mission; Teaching and Learning; Pastoral Care and Wellbeing; and Finance, Facilities and Resources.

For the CEC 2024 was the first full year of operation for the new sub-committee structure as recommended by the Crafter review in 2022. In 2024, in line with another recommendation of this review, the CEC constitution and membership structure was revised and approved.

We acknowledge and commend the commitment of all our staff and leadership to nurture and empower children in our care to grow into independent and responsible young adults with faith in their future.





Anthony Burton
Chair
Catholic Education Council of the Northern Territory
Diocese of Darwin





Paul Greaves
Ex Officio
Catholic Education Northern Territory
Diocese of Darwin



Director's Report
Paul Greaves, Director Catholic Education NT

On a visit to Murrupurtiyanuwu Catholic Primary School on Bathurst Island in 2024 I became aware of a Tiwi word, 'mamana.' Local staff assure me it translates as something like, 'take things slowly, but in a careful and considered way.' The intentionality and confidence in the way Tiwi people use the word to promote calm when things may be getting busy or hectic impressed me. In considering the work of Catholic Education Northern Territory (CENT) in 2024 I believe these 'mamana' qualities of intentionality and confidence can be found at the heart of what has been achieved as we seek to live out our CENT Vision Statement - *'Inspired by the Gospel of Jesus Christ, we commit to* ***educational excellence, equity*** *and* ***fullness of life for all****.'*

In terms of ***educational excellence*** it is important for us to know Canon Law provides a framework for how the Catholic Church is governed and operates and that Canon 806/2 speaks specifically to Catholic Schools:

Directors of Catholic schools are to take care under the watchfulness of the local ordinary that the instruction which is given in them is at least as academically distinguished as that in the other schools of the area.

Clearly, we are being challenged to provide academic excellence in our CENT schools and in 2024 we commenced our **Learning Alliance** journey. For CENT the Learning Alliance is a whole-of-system commitment to excellence by building a common language and vision around student learning, academic growth, pedagogy and assessment. It brings collective CLARITY to this work through implementation of evidence-based, 14 high impact parameters of system and school improvement to support, focus, and align our whole-of-system work. The Learning Alliance acknowledges that improvement in student outcomes is a shared responsibility and that collective and sustained professional effort is the key to successful improvement. Our Learning Alliance work in 2024 compelled CEO Leadership and CEO Staff to be co-learners and co-labourers with school leadership teams and school staff in this pursuit of excellence.

Aligned with this intentionality, the teaching and learning work of the CEO was in 2024 coalesced to form a team we now know as QEST - the Quality Education and Support Team. Great progress was made throughout the year by QEST to enhance our whole-of-system work, especially in the use of data and collaborative approaches that build our collective efficacy.

Also related to school improvement, in 2024 the role of Principal Consultant was reimagined and reshaped to become known as School Improvement Partners (ScIPs). With a delegated authority to partner with principals and engage at a broader level with school activities it is hoped the ScIP role can further build 'systemness' around school improvement. I am grateful for the support of Catholic Education South Australia (CESA) in enabling a group of CENT Principals and CEO leaders to meet with leaders from CESA to learn more about how senior leadership is structured in their system to best support school improvement and the work of Principals in leading schools.

In recognition of the revised ScIP role and the Learning Alliance focus on academic excellence the School Improvement and Renewal Framework (SIRF) was also reimagined.The intention of this work is to incorporate deeper discussion on school annual improvement plans and to review data, including from classroom visits using the 'five questions' relevant to student learning and growth. Data walls providing visual representation of the patterns and trends in student achievement data are now becoming more common to bring the whole staff of the school together in their work. 2024 SIRF visits revealed that principals and school leaders are also becoming more visible and capable as leaders of learning.

In 2024 NAPLAN results were again released on 'My School' by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This NAPLAN data can provide consolidated insights for individual school performance and each year we see a flurry of activity from the press in creating 'League Tables' which rank schools in all sorts of ways based on this information. Such league tables typically do not consider the Index of Community Socio-Educational Advantage (ICSEA) level of the schools and the impact they are having on learning gains for the students at the schools. They are just lists of schools who have the highest means in each of the five testing areas. Across Australia we know that this is highly correlated with ICSEA and low ICSEA schools typically get low NAPLAN average scores and high ICSEA schools typically get high average scores.

Often the measures being applied by the press give little insight into which schools are consistently making a positive difference in the learning outcomes measured by NAPLAN in relation to their demographic context. What about the schools who do things to bring about NAPLAN averages well above what would normally be expected?

Thankfully, ACARA does offer some deeper analysis that cuts through the noise generated by league tables. ACARA's list of the top 20 schools in each state and territory is instead those schools who are statistically significantly above ICSEA expectations when considering 2023 and 2024 NAPLAN data. In ACARA's own terms, these are 'Schools Making a Difference.' It is with pride and gratitude we celebrate the fact three of our CENT schools were in this list for the NT.

- Sacred Heart Woodroffe ranked 2nd
- St Francis of Asissi Humpty Doo ranked 7th
- Holy Family Karama ranked 15th.

These are very affirming results for these schools and we rightly acknowledge and celebrate their achievements.

In relation to equity, 2024 was significant as we received confirmation of a signed bilateral agreement between the Commonwealth and Northern Territory (NT) Governments to fully fund Northern Territory Schools and invest in key reforms. This bilateral agreement will increase funding for all schools in the Northern Territory to 100% of the Schooling Resource Standard (SRS) by 2029, inclusive of both Government and Non-Government Schools.

Currently Non-Government Schools (NGS) receive 80% SRS funding from the Commonwealth Government and 15.8% SRS funding from NT Government. The agreement will see an increase of the NT Government SRS funding for Non-Government Schools from 15.09 to 20% in 2029. Unfortunately, we were also advised that while Government Schools will receive incremental increases each year leading up to 2029, Non-Government Schools will have to wait until then to receive this increase. This funding arrangement will place NT Non-Government School budgets under considerable pressure for the next four years. Such concerns have been raised with government and we remain hopeful the arrangements will be reconsidered.

In 2024 Catholic Education NT, along with other non-government systems and schools, was able to establish positive working relationships with our new NT CLP Government. Significant in the matters we have asked to be considered is this issue of funding, especially funding to support capital works and maintenance. The NT is now the only jurisdiction in Australia without any form of funding support from their state or territory government to assist Non-Government Schools in providing much needed new facilities and in maintaining the facilities we have.

Despite such limitations, in August 2024 there was the official opening ceremony for new classrooms and facilities at Mother Teresa Catholic Primary school at Zuccoli. The building of these areas was initiated to cater for significant enrolment growth at the school and our thanks go out to all who contributed to the planning and building process. The provision of contemporary high quality learning areas for our students and staff will undoubtedly enhance learning outcomes. The Zuccoli and greater Palmerston area is set for further growth in enrollment and master planning of our school sites in the area will be required to respond to this demand. Any future capacity to provide the required infrastructure will be limited by the aforementioned funding concerns.

Also despite our concerns around funding, enrollment growth for CENT schools for 2024 was significant with over 300 more students representing a 6.4% increase in enrollment across our system. Such growth is always welcome as it affirms the work of our schools in providing a valued choice for parents seeking a Catholic Education for their children. A challenge faced by CENT in 2024 was finding teachers for our larger system given the national teacher shortage being experienced. This will continue to be an issue, especially if CENT continues to experience enrollment growth in subsequent years.

City-Country Partnerships is a Federal Government funded initiative coordinated through the Yadha Murru Foundation. It aims to build links between city and remote/regional schools where both schools benefit from the association with each other. As a part of the program St Francis Xavier Daly River has in 2024 established a partnership with Carey Grammar in Victoria.

On October 2024 a ‘City-Country Symposium’ was held in Darwin where schools from across Australia gathered to share their experience of the partnerships in terms of the great benefits being enabled, and the challenges of ongoing work.

Fullness of life for all is the fundamental outcome we seek for our students in CENT and as a Catholic education system, inspired by the Gospel of Jesus Christ, we recognise we share this ambition and responsibility with our students' families, and with society at large. Having established that providing educational excellence as equitably as possible across the varied and complex contexts of our NT communities is central to our vision, we can now consider how in 2024 we sought to enable our students to move towards fullness of life.

A significant development in 2024 was the formation and publishing of the Catholic Aboriginal Leadership Team Spirituality Statement. This revealing text provides important insight and guidance to us all about how our Aboriginal Catholic communities understand and gain spiritual strength from being both Aboriginal and Catholic. The final paragraph of the statement is beautiful in its invitation to all:

We welcome you into our aboriginal Catholic communities. We invite you to understand, respect and appreciate the spiritual weaving of God’s mission and plan in our communities. We know that in “god we live and move and have our being.” We pray your journey within our lands will strengthen your connection with God. As we the Catholic Aboriginal Leadership Team know that God brings all peoples and cultures to the “fullness of life.”

In 2024 CENT moved to full implementation of the Tell Them From Me (TTFM) student, staff and family survey. Through this survey we gain valuable information from stakeholders around how they are experiencing and perceive Catholic Education. Areas such as how safe students feel at school, how engaged with learning students are, instances of bullying, inclusivity, and support for learning are just some metrics where TTFM data has provided us with the opportunity to strategically respond to reality, rather than anecdotal or unsubstantiated feedback. One example is that in 2023 TTFM data revealed higher than expected levels of anxiety in year 4 and 5 girls. With this insight the data was discussed with school leaders and in partnership with the leader of Pastoral Care and well Being at the Catholic Education Office targeted programs and effort was put in place to address the concerns. 2024 TTFM data indicated a reduction in reported anxiety levels for this same age bracket.

Engagement with TTFM in our Aboriginal Catholic Community Schools has been identified as an area for improvement. Work will continue to seek ways to ensure we do get effective and meaningful feedback from these schools via TTFM or other methods.

Staff formation in relation to our Catholic Identity and mission is particularly important for CENT as we have the lowest number of Catholic staff of any Catholic Education system in Australia. To authentically model and bring students to an understanding of fullness of life based in the example of Jesus Christ, staff formation which deepens understanding, commitment and faith for all staff is an imperative. In 2024 this formation was largely school based as the alternative year to system based formation. In 2024 planning commenced for a revised 2025 'whole-of-system' approach to staff formation based in the Jubilee year 'Pilgrims of Hope' theme, as proclaimed by Pope Francis.

In 2024 the Catholic National Evangelisation Team (NET) again spent time in our Diocese and a large portion of this was working with our schools. The NET was a part of a number of school retreats and spirituality days and also worked to support the religious education program and initiatives.

In 2024 we farewelled a number of significant people who have made remarkable and important contributions to Catholic Education in the NT. These people truly believed in the power of education to bring fullness of life to all.

In term three 2024 after four years of outstanding service to Catholic Education NT Sr. Catherine Mead completed her term as Leader of Catholic Identity and Mission and member of the CENT executive team. Sr Catherine's energy, wisdom, vision and love for all that is the work of Catholic Education has been greatly appreciated and she is going to be greatly missed. We wish her well in her ongoing work supporting the mission of the Sisters of St Joseph.

We would like to express our sincere thanks to Robyn Craig, a valued and integral member of our Catholic Identity and Mission Team. Dedicating the majority of her adult life to the service of Catholic Education, Robyn has shared her passion in bringing about justice for all through the provision of Religious Education and socially responsible programs that respond to the ever changing context and needs of young people.

Robyn's passion for equity and justice was especially evident in her notable dedication to developing and further refining the CENT Reconciliation Action Plan. Her voice has been a beacon of inspiration, driving collective change and bringing about the fullness of life for all.

On Sunday 11 August 2024 the 150th anniversary of the founding of the Daughter of our Lady of the Sacred Heart (known as the 'OLSH Sisters') was celebrated with a mass and gathering at the Star of the Sea Cathedral Darwin. With the OLSH Sisters being so important to the founding and ongoing staffing and support of Catholic schools in the NT this was a very significant event. Having so many leaders, staff and students from Catholic Education present was a strong expression of our gratitude for their presence in the NT from 1908.

In October 2024 it was an honour for all to be present at the farewell mass and celebration for **Sr Tess Ward** as she prepared to depart Wadeye after a life of service to NT remote communities. Sr Tess's enormous achievements as a teacher-linguist in valuing, recording and preserving Aboriginal language and culture, and in enabling the production of educational resources are legendary. This work has been particularly important for Tiwi language and for the language groups of the land around Wadeye. Sr Tess, known locally as 'Namapen,' has had an association with the people of the Wadeye region that stretches back to 1968 and her presence and contribution to the community is going to be greatly missed.

Bishop Charles celebrated mass with the school and members of the community with students wearing yellow, St Tess's favourite colour. It was very fitting that Sr Tess's final speech and farewell to the community at the end of mass was entirely in Murrinhpatha, the local language and one of a number of Aboriginal languages that she speaks and writes fluently.

These farewells are of course balanced by the welcoming of new staff to CENT. In term four 2024 Ann Charles commenced as the new Leader of Catholic Identity and Mission at CENT. In a message to CENT staff Ann said: *"It is with great excitement and a strong sense of humility that I continue the incredible work of Sr Catherine and her team as the Leader of Catholic Identity and Mission. I look forward to collaborating with schools to enhance the capacity of teachers and leaders through intentional, ongoing and reflective faith formation that focuses on their individual and collective growth to ensure that our schools remain authentically and unashamedly Catholic.*

While teacher shortages and funding concerns created challenges for CENT in 2024 the overall achievements of the year which have been affirmed here have been the result of intentional and considered work. The sense of 'mamana' in bringing a calm to a hectic and full agenda is one that we hope continues into our work in 2025.



Catholic Education
NORTHERN TERRITORY
Faith in their future



WHAT WE DO AT **CENT**

2024 CENT Commissioning Mass
St Mary's Star of the Sea Cathedral, Darwin City

WHAT WE DO

Catholic Education Northern Territory (CENT) is a vibrant network of 18 schools deeply rooted in Christian values and the rich history and traditions of Australia's Top End. Our schools have dedicated themselves to educating children and strengthening families across the Northern Territory for over a century.

Transformative leadership guides our contemporary learning communities, which embrace a culturally diverse student body. CENT schools are welcoming, inclusive spaces that foster community and provide opportunities for both students and educators to thrive.

We are committed to delivering outstanding education at every stage of the learning journey—from Early Learning Centres and Transition programs through to Secondary education. Our focus is on equipping students with the skills, mindset, and compassion needed to make a positive impact in our global community.

Across our 18 schools, we cultivate dynamic environments of learning, discovery, and innovation, preparing students to contribute meaningfully to the world around them.

OUR VISSION

Inspired by the Gospel of Jesus Christ, we commit to educational excellence, equity and fullness of life for all.

OUR MISSION

Through servant leadership, we witness Gospel values in a faith community; integrating life and learning in a culture of care, collaboration and excellence.

OUR VALUES

Love
Wisdom
Compassion
Courage
Justice

Our Values:

LOVE COMPASSION
COURAGE
WISDOM JUSTICE

"WISDOM LEADS TO JUSTICE, WHICH IS EXPRESSED IN COURAGE, COMPASSION AND LOVE"

Acknowledgement of Country

Catholic Education Northern Territory acknowledges the Traditional Owners of Country throughout Australia and recognize the continuing connections to lands, waters and communities. We pay our respects to Aboriginal and Torres Strait Islander cultures; and to elders past, present and emerging



Catholic Education
NORTHERN TERRITORY
Faith in their future



MAP

18 CENT SCHOOLS SNAPSHOT

MacKillop Catholic College
Johnston

E Early Learning Centre
O Outside School Hours Care
P Pre-School
B Boarding

WURRUMIYANGA, BATHURST ISLAND

Primary School

Murrupurtiyanuwu Catholic Primary School P (163)

Secondary School

Xavier Catholic College (105)

DARWIN

Primary Schools

Holy Family Catholic Primary School (Karama) E O (250)

Holy Spirit Catholic Primary School (Wanguri) E O (246)

St Mary's Catholic Primary School (Darwin City) E O (180)

St Paul's Catholic Primary School (Nightcliff) E O (229)

Secondary Schools

O'Loughlin Catholic College (Karama) (600)

St John's Catholic College (Darwin City) B (281)

PALMERSTON

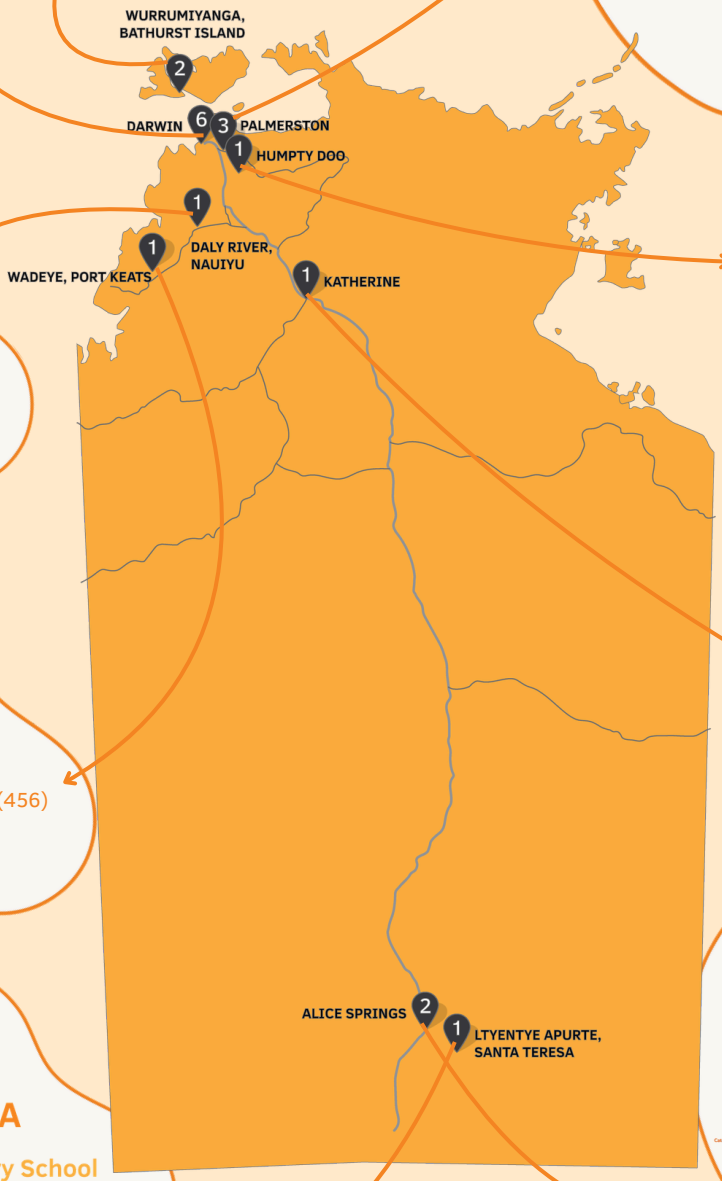
Primary Schools

Sacred Heart Catholic Primary School E O (134)

Mother Teresa Catholic Primary School E O (361)

Secondary School

MacKillop Catholic College (748)



HUMPTY DOO

Primary School

St Francis of Assisi Catholic Primary School E O (83)

DALY RIVER, NAUIYU

Primary & Secondary School

St Francis Xavier Catholic School P (61)

KATHERINE

Primary & Secondary School

St Joseph's Catholic College E O (314)

WADEYE, PORT KEATS

Primary & Secondary School

Our Lady of the Sacred Heart Thamarrurr Catholic College P (456)

ALICE SPRINGS

Primary & Secondary School

Our Lady of the Sacred Heart Catholic College E O (761)

Secondary School

St Joseph's Catholic Flexible Learning Centre (62)

SANTA TERESA

Primary & Secondary School

Ltyentye Apurte Catholic School P (116)



Holy Family Catholic Primary School

- Karama, Darwin
- Founded in 1983
- 250 Students
- ELC to year 6 Co-Educational
- “Family, Faith, Friendship”





Holy Spirit Catholic Primary School

- Wanguri, Darwin
- Founded in 1979
- 246 Students
- ELC to year 6 Co-Educational
- “To live, to love, to grow in Christ”





St Mary’s Catholic Primary School

- Darwin City
- Founded in 1908
- 180 Students
- ELC to year 6 Co-Educational
- “Learning in Faith & Love”





St Paul’s Catholic Primary School

- Nightcliff, Darwin
- Founded in 1967
- 229 Students
- ELC to year 6 Co-Educational
- “In Faith & Love, Strong in Unity, Rich in Diversity”





O'Loughlin Catholic College

- Karama, Darwin
- Founded in 1987
- 600 Students
- Year 7 to Year 12 Co-Educational
- "Make us one with Christ"





St John's Catholic College

- Darwin City
- Founded in 1960
- 281 Students
- Year 7 to Year 12 Co-Educational and Boarding
- "Fortes in Fide - Strong in Faith"





Sacred Heart Catholic Primary School

- Woodroffe, Palmerston
- Founded in
- 134 Students
- ELC to year 6 Co-Educational
- "Small School, Big Heart"





Mother Teresa Catholic Primary School

- Zuccoli, Palmerston
- Founded in 2018
- 361 Students
- ELC to year 6 Co-Educational
- "Do Small Things with Great Love"





MacKillop Catholic College

- Johnston, Palmerston
- Founded in 2012
- 748 Students
- Year 7 to Year 12 Co-Educational
- “Lead with Courage”





St Joseph’s Catholic College

- Katherine
- Founded in 1987
- 314 Students
- ELC to Year 12 Co-Educational
- “Respect, Relationships, Resilience”

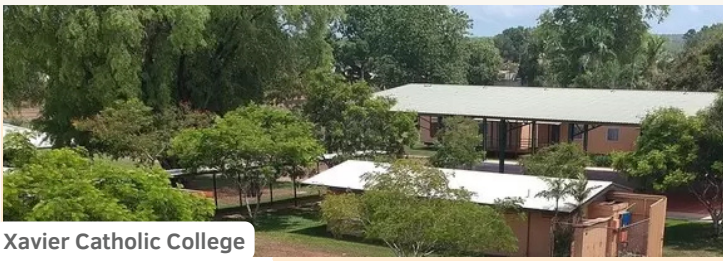




Murrupurtiyanuwu Catholic Primary School

- Wurrumiyanga, Bathhurst Island
- Founded in 1912
- 163 Students
- Pre-School to Year 6 Co-Educational
- “Stay Safe - Respect Everyone - Learn Everyday”





Xavier Catholic College

- Wurrumiyanga, Bathhurst Island
- Founded in 1932
- 105 Students
- Year 7 to Year 12 Co-Educational
- “Tomorrow's Leaders Today”





St Francis Xavier Catholic School

- Nauiyu, Daly River
- Founded in
- 61 Students
- Pre-School to Year 12 Co-Educationa
- “Strong in Faith, Strong in Culture, Strong in Learning”





Our Lady of the Sacred Heart Catholic College

- Alice Springs
- Founded in 1938
- 761 Students
- Transition to Year 12 Co-Educational
- “Instil justice, love, and peace in all that we do”





St Joseph’s Catholic Flexible Learning Centre

- Alice Springs
- Founded in
- 62 Students
- Year 7 to Year 12 Co-Educational





St Francis of Assisi Catholic Primary School

- Humpty Doo
- Founded in 1997
- 83 Students
- ELC to Year 6 Co-Educational
- “Grow in Wisdom and Love”





Ltyentye Apurte Catholic School

- Santa Teresa, Alice Springs
- Founded in 1953
- 116 Students
- Pre-School to Year 12 Co-Educational





Our Lady of the Sacred Heart Thamarrurr Catholic College

- Wadeye, Port Keats
- Founded in 1935
- 456 Students
- Pre-School to Year 12 Co-Educational
- "May the Sacred Heart of Jesus be everywhere loved forever"





GOVERNANCE

CATHOLIC EDUCATION COUNCIL OF THE NORTHERN TERRITORY

2024 CENT Commissioning Mass
St Mary's Star of the Sea Cathedral, Darwin City

The Catholic Education Council

The Catholic Education Council of the NT (CEC NT), established by the Bishop of Darwin, is the key advisory and consultative body on all matters relating to education within the Diocese and reports to the Bishop.

Members of the CEC NT assist the Bishop in the exercise of his ecclesiastical, educational and legal authority and responsibility for Catholic Education in accordance with the provisions of Canon Law (Canon 803 #1; 806 #2) and the Catholic Church in the Northern Territory Act 1979 (as amended).

The objectives and functions of the Council are to serve the Church and the community by assisting in the over-sighting and promotion of Catholic education in the Northern Territory.

This is done in conjunction with the Catholic Education Office, hereinafter referred to as 'CEO', in accordance with the authority entrusted to the Council by the Bishop of Darwin.

Services to Catholic education in the Diocese of Darwin are provided by the Catholic Education Office and guided by the Council.

While both these bodies have their own specific role and function, they complement each other in striving to preserve and strengthen an effective Catholic Education System in the Diocese of Darwin.

Relationships between the CEC NT and the CEO will be informed by a spirit of cooperation and openness, each body mindful of its proper role:

- To foster unity of purpose and to enhance the coordination on matters of common concern amongst all involved in Catholic education in the Northern Territory.
- To ensure all policies embody the Catholic ethos, building a community of faith and encouraging learning for life.
- To recommend policy on matters relating to Catholic education to the Bishop.
- To recommend guidelines in order to assist in the overall religious education of Catholics in the Diocese.
- To provide a link between Catholic Education in the Northern Territory (CENT), the National Catholic Education Commission (NCEC) and other relevant ecclesiastic bodies at the state, national and international level.
- To advise on dealings with Governments, public authorities and other funding providers regarding the philosophy and the needs of Catholic education.
- To provide guidance and support for individuals and groups responsible for the provision and management of Catholic education in the Northern Territory, including the CEO, principals, school leadership, parish priests and Advisory School Boards.
- In collaboration with relevant stakeholders to make recommendations regarding any major alterations in the provision of Catholic education in the Diocese such as the extension, reorganization, establishment and closure of education facilities.
- To recommend the allocation of funds provided by the Northern Territory Government, the Australian Government, and other funding providers.
- To oversee the budget and financial management of Catholic Education in the Northern Territory.



2024 Orientation Double Tree Hilton



Mother Teresa Catholic Primary School Zuccoli

CATHOLIC EDUCATION

COUNCIL MEMBERSHIP

Catholic Education Council Membership

Council members from the Northern Territory are appointed by the Bishop. Members represent the interests of students, parents, priests, religious, principals, teachers, Aboriginal communities and students with special needs in the Diocese.

Members should be knowledgeable and committed to Catholic Education in the Northern Territory. Members are selected based on skills, experience and mission attributes. All members are expected to contribute, according to their knowledge and expertise to fully engage in dialogue and decision-making process.

President
Bishop Charles Gauci - President

Executive Officers
Mr Anthony Burton - Chair, Prev Parent
Ms Clalia Mar - Deputy Chair & Diocese Chancellor
Mr Paul Greaves - Director of Catholic Education / Ex Officio

Ordinary Members
Ms Megan Evans - Principal (O'Loughlin Catholic COllege)
Fr Leo Wearden MSC PP - Priest
Fr Prakash Menezes SVD - Priest
Ms Stacy Parker - Aboriginal Representation
Jacqueline Conboy - Principal (OLSH Thamarrurr)
Mr Peter Caldwell - Community Member
Sr Nuria Miro - Community Member
Cynthia Page - CALT Representation
Donna Cartwright - Parent Representative

Ex Officio Members
Paul Greaves (2023) - Director
Annalea McCurry - Deputy Director Teaching & Learning
Mr Dirk Botha - Deputy Director School Services
Ann Charles - Leader of Catholic Identity
Ms Alexa Gutenberger - Chief Financial Officer
Shane Donohue - Principals' Consultant
Jennifer Edstein-Boyes - Principals' Consultant

The Catholic Education Council met on six (8) occasions:
23 January
4 April
31 May
24 June
2 August
20 September
1 November
6 December

Focus Discussions
Supporting Students with special needs
Employee School Fee Discount
Safeguarding
Authentic Catholic Schools
School Structures
Remote Teacher Housing
Pilgrims of Hope - Formation Days 2025
Work, Health & Safety
CEC Work Plan



O'Loughlin Catholic College, Karama



St Francis of Assisi Catholic Primary School Humpty Doo

COUNCIL
STANDING COMMITTEES

Council Standing Committees

Four (4) Standing Committees reported to the Council on the Key Areas of the Strategic Plan for Catholic Education Northern Territory. Membership of the Standing Committees are determined by the Council, with at least one member of each sub-committee being a Council Member. CENT gratefully acknowledges the contribution of all those who represented Catholic education on various committees in 2024.

Catholic Identity (CI)



Sr Catherine Mead
Leader of Catholic Identity
Until 30 June 2024



Ann Charles
Leader of Catholic Identity
From 12 August 2024 - Current

Teaching & Learning (T&L)



Annalea McCurry
Deputy Director Teaching and Learning

School Improvement Partners



Shane Donohue



Jennifer Edstein Boyes

Finance Facilities & Resources Committee (FF&R)



Dirk Botha
Deputy Director of School Services



Alexa Gutenberger
Chief Financial Officer

Catholic Education Office

Catholic Education Office works in partnership with Catholic schools, families, parishes and the wider community to serve and lead Catholic Education in the Northern Territory, for the achievement of excellence and equity in education, inspired through the Gospel of Jesus. The CEO provides a range of services and support to enhance the quality of education available to students in the following Key Areas of the School Improvement and Renewal Framework (SIRF):

- Catholic Identity
- Teaching and Learning
- Finance, Facilities and Resources
- Pastoral Care and Wellbeing

The Catholic Education Office is responsible to the Bishop of Darwin for:

- Policy advice;
- Disseminating information about approved educational,
- pastoral care and administrative policies to schools;
- Fostering policy implementation and evaluating their effects in Catholic schools; and
- Reporting to the Catholic Education Council of the Northern Territory (CEC NT).



Mackillop Catholic College, Palmerston

Catholic Identity Standing Committee

The Catholic Identity Standing Committee is responsible for advising the Council on policy development, rep Religious Education and curriculum programmes and making recommendations in relation to Catholic Identity, Mission and Faith Formation.

Membership
Sr Catherine Mead - Leader Catholic Identity & Mission - Ex Officio and Chair Support
David Reilly - Member, Diocese of Darwin Representative
Lucas Hurley - MacKillop Catholic College - Principal Representative
Robyn Craig - Catholic Education Office, Ed Officer
Denise Simon - APRE Network Representative
Julia Wake - OLSH Alice - Principal Representative
Fr Leo Wearden - CEC Member - CIM Standing Committee

Teaching and Learning Standing Committee

The Teaching & Learning (T&L) Standing Committee is responsible for advising the Catholic Education Council on policy development and reporting on the implementation of policies based on principles of Catholic teaching and practice, to serve the educational ministry of the Diocese as per the Standing Committee Terms of Reference.

Membership
Annalea McCurry - Catholic Education Office, Chair: Deputy Director Teaching and Learning
Anthony Burton - Chair
Candice Slingerland - Leader Teaching & Learning
Claire DeKuyer - Teacher Representative
Janelle Knack - Curriculum Leader Representative
Shannon Feldtman - St Paul's Catholic Primary School, Principal Representative
Megan Evans - O'Loughlin Catholic College - Principal Representative
Siobhan Shaikh - Parent Representative

Finance Facilities & Resources Standing Committee

The Finance, Facilities & Resources (FF&R) Standing Committee is responsible for advising the Council on policy development and implementation of approved policies and making recommendations for approval on issues relating to resources, finance and planning at school and system levels as per the Standing Committee's Terms of Reference.

Membership
Dirk Botha - Catholic Education Office, (Executive Officer)
Alexa Gutenberger - Chief Financial Officer
Peter Caldwell - Catholic Education Council NT Member
Paul Greaves - Catholic Education Office, Director of Catholic Education NT
Stephen Versteegh - Sacred Heart Catholic Primary School Principal's Representative
Cameron Hughes - St John's Catholic College Principals' Representative
Anne Coulter - Darwin Diocesan Office, Darwin Diocesan Development Fund



St Paul's Catholic Primary School Nightcliff

Pastoral Care and Wellbeing Standing Committee

The Pastoral Care and Wellbeing Standing Committee is responsible for investigating, providing advice, and making recommendations to the Council on matters regarding Pastoral Care and Wellbeing including policies, processes and practices that contribute to curriculum, assessment and reporting in schools as per the Standing Committee's Terms of Reference.



Sacred Heart Catholic Primary School Palmerston

Membership
Clalia Mar - Chair - Darwin Diocesan Office (Chair)
Shane Donohue - Catholic Education Office - Principals' Consultant
Christine Sutherland - Catholic Education Office - PCWB Coordinator
Jennifer Rudyard - Holy Family Catholic Primary School - Principal's Representative
Marie Roe - Parent Representative
Christine Smith - Catholic Education Office - Professional Expertise
Joe Crucitti - Catholic Education Office - Professional Expertise
Lisa LeGros - Catholic Education Office - Professional Expertise
Cynthia Page - Catholic Education Office - Professional Expertise
Kellie McGinlay - Murrupurtiyanuwu Catholic Primary - Principal
Sunniva Antonucci - St Joseph's Catholic College - Principal
Tasha Roe - Catholic Education Office - Professional Expertise



2024 CENT Commissioning Mass
St Mary's Star of the Sea Cathedral, Darwin City

STRATEGIC PLAN
TOWARDS 2026

STRATEGIC PLAN
TOWARDS 2026
Excellence, Equity and Fullness of life for all

Catholic Education
NORTHERN TERRITORY
Faith in their future

EDUCATIONAL EXCELLENCE PRIORITIES

FORWARD

As always, Christians imitate Jesus, our first Teacher. He is the educator of all educators. The Catholic Education Northern Territory (CENT) Towards 2026 Strategic Plan is inspired by the Gospel of Jesus Christ in articulating a vision of educational excellence for every student in every school entrusted to our care. The plan is the product of collegiality, reflection, and analysis of past practice by the CENT Leadership team and schools. Inspired by our vision, mission, and values, it is unequivocal in its aspiration to elevate learning, formation, and achievement of young people. In conjunction with CENT Frameworks, it provides a clear roadmap for all those in Catholic Education Northern Territory to ensure we are moving forward together, directly connecting our educational mastery and leadership to the learning and wellbeing of the child in the classroom.



Excellent Student Learning and Engagement

Continuous improvement for growth in teaching, learning, pastoral care and wellbeing through evidence informed pedagogy and practices.

STRATEGIC DIRECTIONS

Facilitating learning opportunities that integrate faith, culture and life experiences.

Promoting and facilitating evidence-informed teaching, learning assessment policies and practices.

Embedding teaching, learning and wellbeing framework principles and practices.

Applying common data sets and targets to inform progress and determine directions.



Intentional Capacity Building

Empowering and enabling staffthrough quality professional learning and formation.

STRATEGIC DIRECTIONS

Applying the leadership framework to support discernment and inform decision making.

Providing sustainable programs, formation and pathways to grow leadership and professional capacity.

Building capacity in the collection, interpretation and analysis of data to inform future directions.



Enlivening Faith Formation and Religious Education

Nurturing authentic expression of Catholic Mission and identity.

STRATEGIC DIRECTIONS

Creating faith formation opportunities for our people that are intentional, ongoing, purposeful and contextually aligned to CENT frameworks.

Enhancing the classroom teaching, assessment and reporting of Religious Education using the Journey in Faith Curriculum and contemporary pedagogy in schools.

Fostering dialogue and partnerships with families, parishes, diocesan and community stakeholders.



Quality Governance and Sustainability

Enabling good governance through co-responsible networks and partnerships.

STRATEGIC DIRECTIONS

Partnering with key stakeholders in the transparent and effective stewardship of resources aligned to the CENT and related policies, processes and practices.

Facilitating networking opportunities and partnerships that are inclusive, culturally responsive, purposeful and aligned with system priorities.

Ensuring System sustainability by managing risk and equitably distributing resources in a culture of care and co-responsibility.

Catholic Education
NORTHERN TERRITORY
Faith in their future

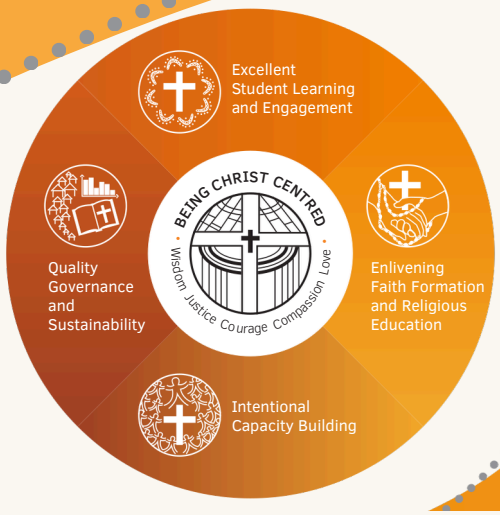


2024 SUCCESS STORIES

Our Lady of the Sacred Heart Catholic College Alice Springs

TOWARDS 2026

Excellence, Equity and Fullness of life for all



Growing God's Kingdom with Faith and Excellence

In 2024, Catholic Education Northern Territory (CENT) brought to life the Towards 2026 Strategic Plan vision of Excellence, Equity, and Fullness of Life for All, uniting as a faith-filled community inspired by Jesus, our first Teacher, to nurture every student, staff member, and family across the Northern Territory's diverse landscape. From urban classrooms to remote communities, we wove faith, culture, and innovation into the fabric of our mission, growing God's kingdom through education that uplifts hearts and minds. This report celebrates our key achievements, organised by the strategic priorities of Excellent Student Learning and Engagement, Intentional Capacity Building, Enhancing Faith Formation and Religious Education, and Quality Governance and Sustainability, reflecting our shared journey of love, purpose, and impact.



St Paul's Catholic Primary School Nightcliff

Excellent Student Learning and Engagement

Continuous improvement for growth in teaching, learning, pastoral care and wellbeing through evidence informed pedagogy and practices.

CENT advanced student learning and well-being by fostering inclusive environments where every child could flourish in faith, incorporating culturally relevant curriculum into our classrooms, leveraging data to guide progress, and ensuring equitable opportunities for all. Our journey began with a deep commitment to integrating faith, culture, and life into every learning experience, setting the stage for transformative growth across our schools.

Facilitating Learning Opportunities that Integrate Faith, Culture, and Life

The dedicated efforts of our teams ensured that CENT's commitment to facilitating opportunities that integrate faith, culture, and life into learning blossomed, allowing every student's educational journey to reflect their unique cultural, linguistic, and spiritual contexts.

The Quality Education Support Team (QEST) began development on a Years 7–9 resource package for Aboriginal Catholic Community Schools (ACCS), with the goal of rolling out culturally responsive, adaptable, and engaging curricula across English, Mathematics, Humanities, and Science in 2025. The development of a suite of resources commenced in alignment with the Australian Curriculum v9, which includes three-year scope and sequence documents, lesson planning, suggested learning activities, optional resources, and assessment tasks with rubrics.

In addition to this, QEST also continued to work on providing culturally responsive education by aligning school curriculum frameworks with the NT Indigenous Language and Culture (NT-ILC). This work ensures Aboriginal perspectives are woven seamlessly across all subject areas of the Australian Curriculum v9 which in turn fosters a richer, more meaningful educational experience for students.

QEST continued to support schools in using the NT EAL/D Learning Progressions to identify students' language acquisition phases and levels, monitor and track progress, and report effectively against the EAL/D phases. In response to identified needs, a suite of practical resources has been developed to support teachers in assessment, programming, and lesson planning for students in the Beginning and Emerging phases. These resources were made available on the Quality Education Support Team site, ensuring ongoing access to quality materials that strengthen classroom practice and improve learner outcomes.

CENT's Catholic Aboriginal Leadership Team (CALT) worked tirelessly to advance the Preserving Tiwi Language and Culture Project. They collaborated with Tiwi language speakers to create audio recordings and partnered with Education Mob to develop interactive e-books, set for a 2025 launch at the Patakijiyali Museum to safeguard Tiwi heritage. This project also ensured accessibility on personal devices.

Complementing these efforts, the MacKillop RTO expanded its certificate offerings in early childhood education, education support, conservation, and workplace skills, empowering 61 students with pathways to employment, apprenticeships, or further training—16 of whom secured jobs from Certificate III courses, while two advanced to university.

Together, these initiatives fostered a richer, more meaningful educational experience, nurturing engagement and equity across our schools.



Preserving Tiwi Languages Project Manager Tasha Roe (Aboriginal and Torres Strait Islander Leadership, Enrichment and Partnerships) and recording artist Francis Kapijiyi Orsto recording some Tiwi language books.

Evidence-Informed Teaching and Assessment



St Paul's Catholic Primary School Nightcliff

As we nurtured cultural responsiveness, CENT's commitment to evidence-informed teaching and assessment illuminated a path of growth for our students, with the Teaching and Learning team working in their respective fields to promote and elevate educational excellence across our faith-filled schools.

QEST began collaborating with school curriculum coordinators to implement the principles of the Quality Assurance Cycle (QAC), which includes four stages: planning, clarifying, confirming, and improving. These evidence-proven practices were supported by the continued growth of the shared resource library accessible to all our schools and teachers on the QEST site.

To keep on top of current evidence-informed educational policies and practices, QEST engaged both nationally and at a state level through collaboration with ACARA, NT Department of Education, Professional Teachers Association of the NT (PTANT), Mathematics Teachers Association of the NT (MTANT), Australian Association of Mathematics Teachers (AAMT), Primary English Teachers Association Australia (PETAA), Language Teachers Association of the NT (LTANT), Australian Federation of Modern Language Teachers Associations (AFMLTA) and National Catholic Education Commission (NCEC).

QEST further supported schools to embed the Australian Curriculum v9 in their school's scope and sequence planning, lesson planning, assessment and reporting, especially in the areas relating to Literacy and Numeracy. One example where QEST referenced this work was through the Graduate Teachers Network, whereby they supported new graduates to CENT to access, instruct and assess the curriculums in place in the NT to support the growth of student outcomes.

These collective efforts, rooted in faith and evidence, demonstrated improvements in student engagement and academic progress, ensuring every child could thrive in our schools.

Embedding Teaching, Learning, and Wellbeing Frameworks

Building on this foundation, CENT's focus on embedding teaching, learning, and well-being frameworks created a nurturing environment where consistency and care became the cornerstone of our educational approach.

In line with CENT's Teaching and Learning Framework, which underpins the work of the Quality Education Support Team, the following frameworks were guided by current research and informed by consultation with AERO and educational leader Lyn Sharratt, consulted on and approved by CENT principals, shared with school leadership and teachers, and referred to during professional learning and planning with teachers:

- CENT Literacy Block Frameworks T-2
- CENT Literacy Block Frameworks 3-6
- CENT Middle Years Literacy Framework for Years 5–9,
- CENT Mathematics Lesson Framework T-9

Simultaneously, the Pastoral Care and Wellbeing (PCW&B) team delivered professional development to 14 schools, introducing and embedding learning routines outlined in the revised PCW&B policy, including entry, exit, calling attention, and managing voice levels.

All schools engaged in creating contextualised anti-bullying plans and incorporating planned communication strategies with their communities, utilising programs and tools such as You Can Sit With Me and My Mind Check to support student well-being across CENT schools.

This seamless integration of frameworks, ensured a consistent and nurturing environment that supported student learning and well-being, fostering a space where every child could grow in faith and knowledge.



Data-Informed Progress and Resource Allocation

With a strong foundation in place, CENT harnessed the power of data to illuminate pathways for student growth, uniting our teams to guide.

progress and allocate resources with precision across our faith-filled schools.



St Francis of Assisi Catholic Primary School - Humpty Doo

QEST assisted the data analysis of PAT, NAPLAN, and NTCET for various teams within CENT, namely the CENT inclusion team, the CENT council, principals, and the executive team to inform system-level achievement. Reports and dashboard training empowered CENT staff to use data for school support. The training focused on enhancing data literacy and driving informed decisions.

Following on from system-level improvement work with Drs Lyn Sharratt and Selena Fisk, school-level data walls were developed using mathematics and reading data (PAT, Read Write Inc., EAL/D, DIBELS 8th). These tools facilitated the initiation of case management meetings and the ongoing tracking of student progress. The Yellowfin and Google Looker dashboards also assisted in visualising the data, enabling schools to effectively monitor achievement.

Various CENT schools also developed data plans and schedules for consistent, high-quality data collection via assessment protocols. This allowed for the moderation of data, particularly writing samples, to effectively track student development along the writing learning progressions. These efforts aimed to ensure accurate tracking and informed instructional decisions, including intervention.

Early Years Assessment data for 320 children across 10 centers was collected termly by our Education and Care (ECEC) services. This data was moderated in Terms 2 and 3 to develop program plans, with the Xplor Playground system providing learning growth summaries and an education data analyst upskilling staff for effective interventions.

CENT's IT department enhanced data accessibility by adopting a cloud-based platform and deploying dashboards for NAPLAN, PAT, NTCET, enrolment, and TTFM wellbeing data, enabling targeted interventions, while PCW&B's TTFM analysis informed anti-bullying and classroom management strategies, advising the Continuous Moral Improvement team and the Learning Alliance with Lyn Sharratt.

Inclusion Support Services

CENT Nationally Consistent Collection of Data on School Students with Disability (NCCD) Levels of Adjustment reported for 2016-2024

Level of Adjustment	2016	2017	2018	2019	2020	2021	2022	2023	2024
QDTP	65	352	367	340	191	244	150	88	55
Supplementary	599	435	736	623	748	690	485	380	324
Substantial	414	387	495	477	668	748	675	626	658
Extensive	29	47	92	101	109	77	126	93	184
Total NCCD	1107	1333	1690	1541	1716	1759	1436	1187	1221

ISS supported 1221 students with disabilities in 2024, with NCCD data showing a shift to targeted support—55 at QDTP, 324 supplementary, 658 substantial, and 184 extensive.

By offering accessible, user-friendly tools for evidence gathering and data-informed reports for NCCD, INSPIRE ensures schools can meet their legislative obligations while delivering equitable support for all students with disabilities.

ISS invested $300,000 into INSPIRE's (software program) move to a cloud-based infrastructure that began in May 2024. This included modernising interfaces and overall programming capabilities whilst also improving the user experience.

The team worked with SRA (a software business) to accomplish this objective and moved into the national educational market in response to demand. The highly successful software program has been sought after and used to assist other departments of education with NCCD collection and student support.

Excellent Student Learning and Engagement



Sacred Heart Catholic Primary School - Palmerston

INSPIRE Software is a comprehensive digital platform that empowers schools to support students with additional learning needs while meeting disability legislation requirements. It centralises the creation and management of essential documentation, including Initial Adjustments, Student Adjustment Profiling Instrument (SAPI), and Education Adjustment Plans.

The platform streamlines NCCD reporting processes, reducing administrative burdens to maximise time for student-centered support. Key features include role-specific dashboards, efficient task management, comprehensive student tracking, and automated integration of critical information. INSPIRE facilitates seamless collaboration between the school team and the CENT Inclusion Support Services team while providing real-time updates on documentation and task progress.

In addition, all CENT schools' sound field systems were audited by speech pathologists, as they were becoming dated, providing principals with a comprehensive report with guidelines to fix, replace, or upgrade where needed.

Collectively, these efforts enriched student outcomes and inclusion through data-driven interventions, guiding targeted support for literacy, numeracy, and diverse learners across CENT schools.



2025 Orientation
Double Tree Hilton

NAPLAN 2024



The 2024 NAPLAN results highlighted the literacy and numeracy achievements of 1,567 students across our schools in Years 3, 5, 7, and 9.

It was expected that there would be variation in student achievement in each proficiency level across domains and year groups since the distributions of student achievement were different for each assessment compared with previous years. Consequently, it was inappropriate to compare the student achievement distribution based on the band construct from before 2023 with the evidence-based approach used to establish proficiency levels for 2024.

NAPLAN scales and proficiency standards

The proficiency standards were reported using updated NAPLAN measurement scales that better utilise the online adaptive tests. A new NAPLAN time series begins in 2023. Year 5, 7 and 9 results pre-2023 cannot be directly compared to results from 2024.

Scales: NAPLAN results are reported using measurement scales for each of the assessment areas of numeracy, reading, writing, spelling, grammar, and punctuation (these last two together are called "conventions of language").
There are five scales in all.

Key findings included:

- **Participation Rates:**

Year 7 led with an 83.09% participation rate, followed by Year 9 at 78.90%, Year 5 at 75.23%, and Year 3 at 74.38%. Absences were higher in Year 3 (21.63%) and Year 5 (19.04%), indicating a need to strengthen engagement strategies for younger learners.

- **Proficiency Levels:**

Across four proficiency levels (Exceeding, Strong, Developing, Needs Additional Support—NAS),

Year 5 excelled with 9.81% Exceeding and 48.33% Strong proficiency, showcasing significant progress.
Year 3 achieved 45.93% Strong proficiency, surpassing the NT's 32.25% but slightly below Australia's 51.27%, with 22.82% needing additional support.
Year 7 demonstrated resilience with 9.59% Exceeding, 43.56% Strong, and the lowest NAS rate at 20.06%.
Year 9 achieved 9.92% Exceeding and 41.51% Strong, though 22.27% required additional support.

- **Mean Scores and Comparisons**:

CENT's mean scores were 359.9 (Year 3), 445.6 (Year 5), 497.9 (Year 7), and 527.3 (Year 9), consistently outperforming NT averages but trailing national benchmarks, reflecting regional challenges and opportunities for growth.

- **Domain Strengths:**

47% of Year 3 students and 31.9% of Year 9 students were proficient in both Reading and Writing, though this proficiency has dipped over time.
41% of Year 3 students and 34.4% of Year 9 students mastered both Numeracy and Reading, building a strong foundation for future learning.

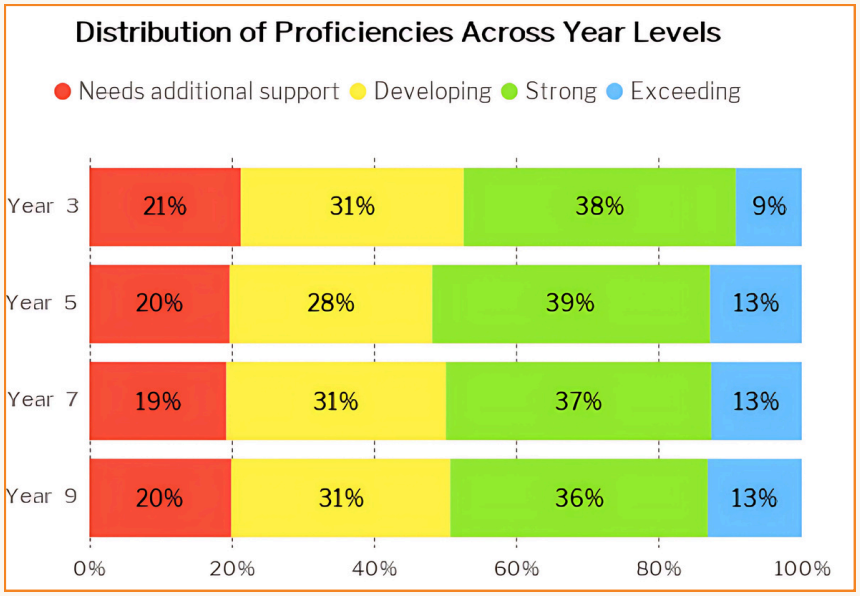
- **Areas for Growth**:

Grammar and Punctuation posed challenges across all years, particularly in remote schools, where proficiency was not achieved.
NT proficiency gaps in Grammar and Punctuation were significant, with differences of -100 points in Year 3 and -92 points in Year 9 compared to national averages, underscoring the need for targeted literacy support in these areas.

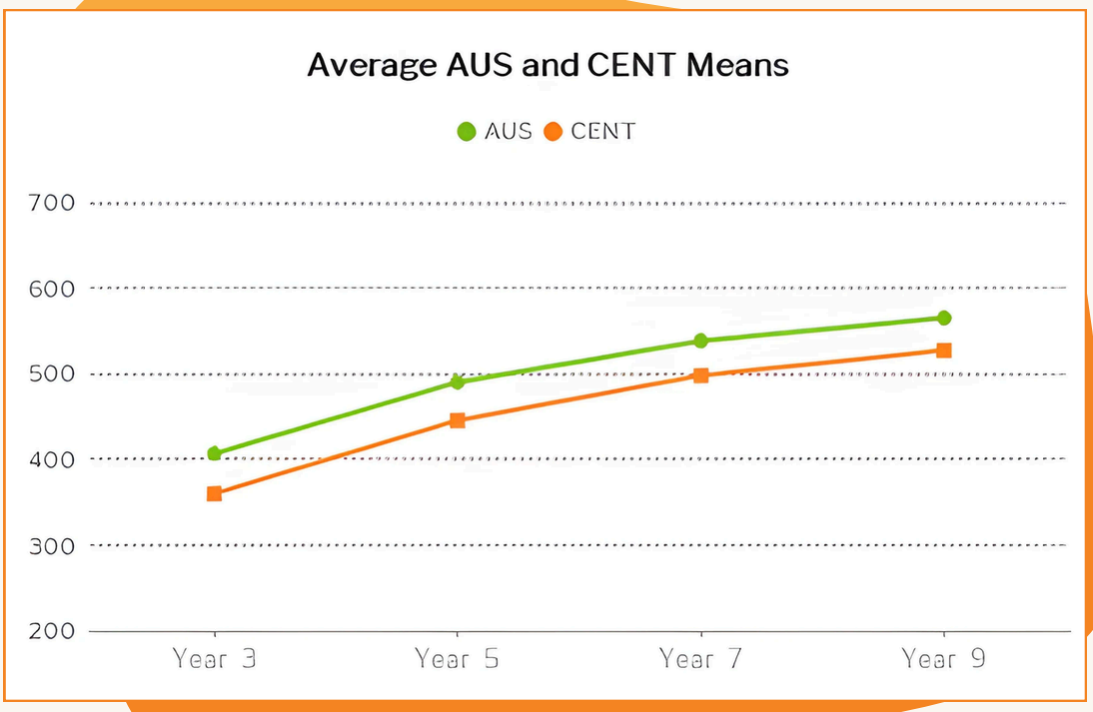
NAPLAN 2024

Overall CENT Proficiencies for the Five NAPLAN Tests

- Year 3 had the highest Needs Additional Support scores at 21%. Year 7 have the lowest at 19%.
- Year 5 had the highest percentage of Strong scores at 39%. Year 9 have the lowest at 36%.
- Year 7 had the equal highest percentage of Developing scores at 31%. Year 9 and Year 5 have the lowest at 28%.
- Year 9 students had the highest percentage of Exceeding scores at 13% equal with Year 7 and Year 5. Year 3 have the lowest at 9%.



Australian and Northern Territory mean scores were aggregated across the test domains to create an average mean for each year level. As shown in the Average CENT and Aus Means chart, these are displayed in a line graph to show the progression of the mean across the year levels. The percentage differences between the CENT and Australian means were calculated for each test within each year level. This is shown in the Percentage Difference between CENT and Australian Mean chart. This shows the size of the gap between the Australian and Northern Territory mean for each test at Year 3, 5, 7 and 9.



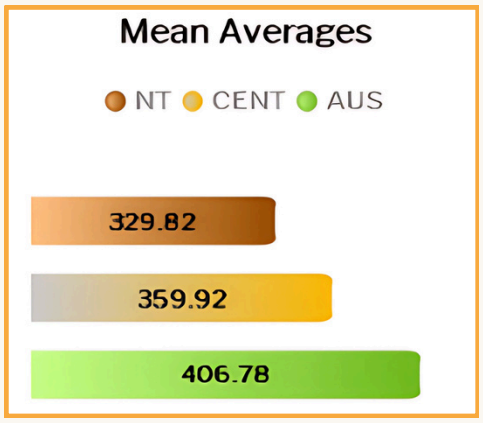
NAPLAN 2024

Summary for Year 3, 5, 7,and 9

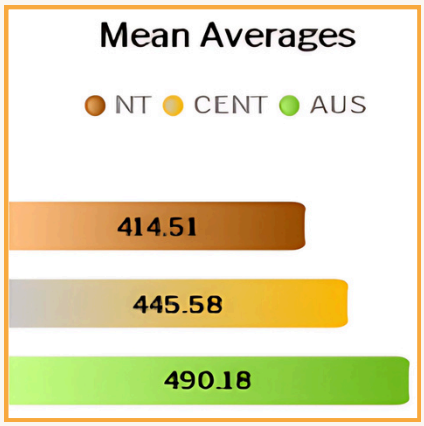
Catholic Education Northern Territory results differed to overall Territory NAPLAN trends for Year 3, Year 5, Year 7, and Year 9 collectively for the respective year graphs that follow.

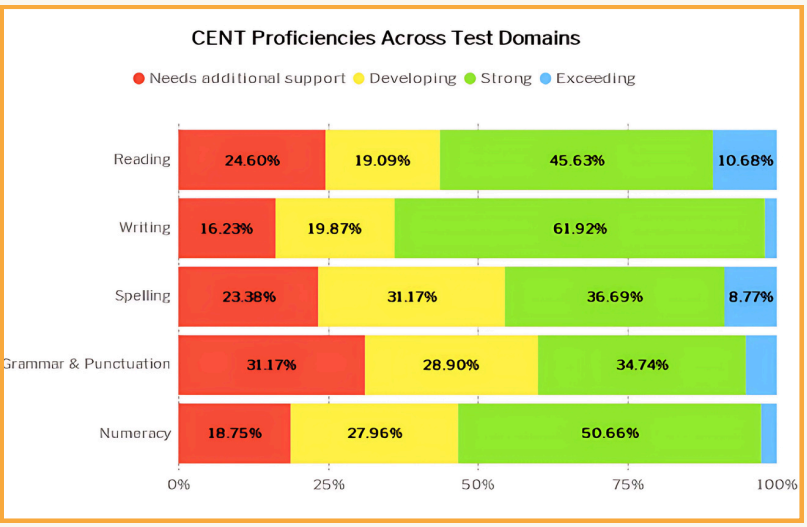
CENT's were positively skewed to align more closely with the overall Australian proficiency percentages. The proficiency results were aggregated averages scores calculated from all 5 test domains.

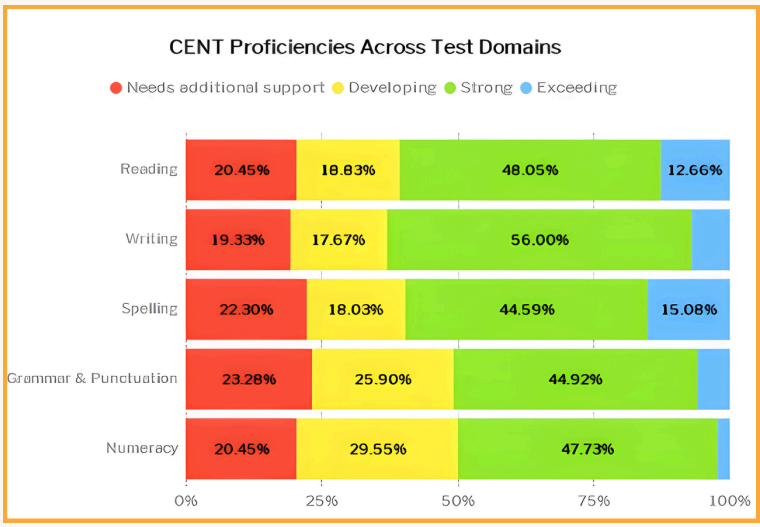
Year 3 Summary

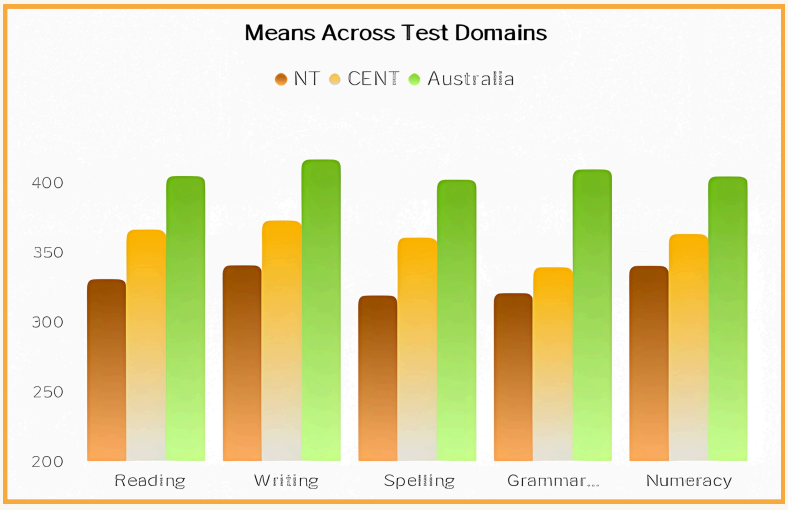


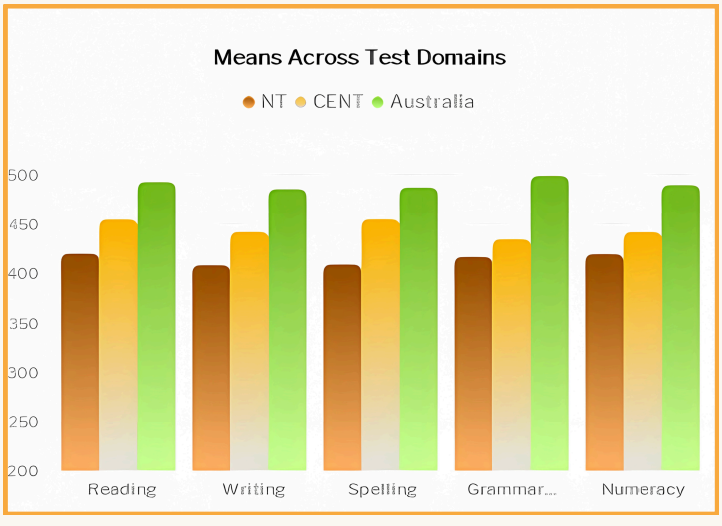
Year 5 Summary





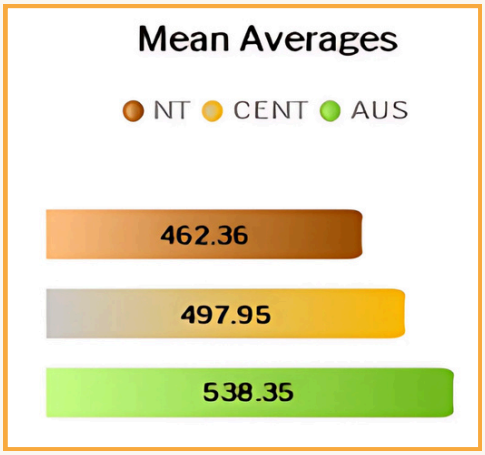




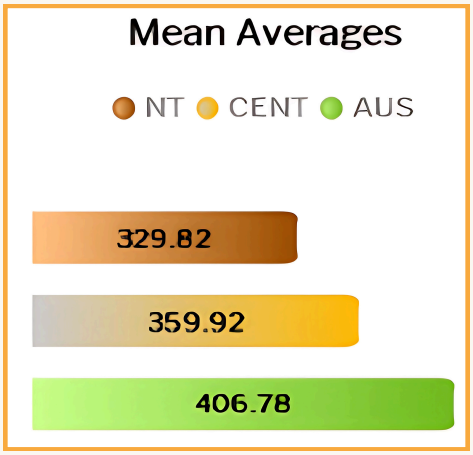


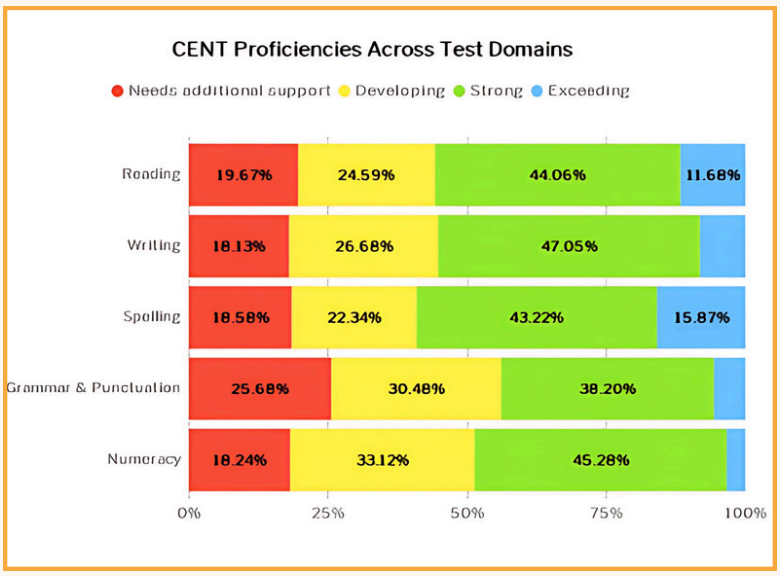
NAPLAN 2024

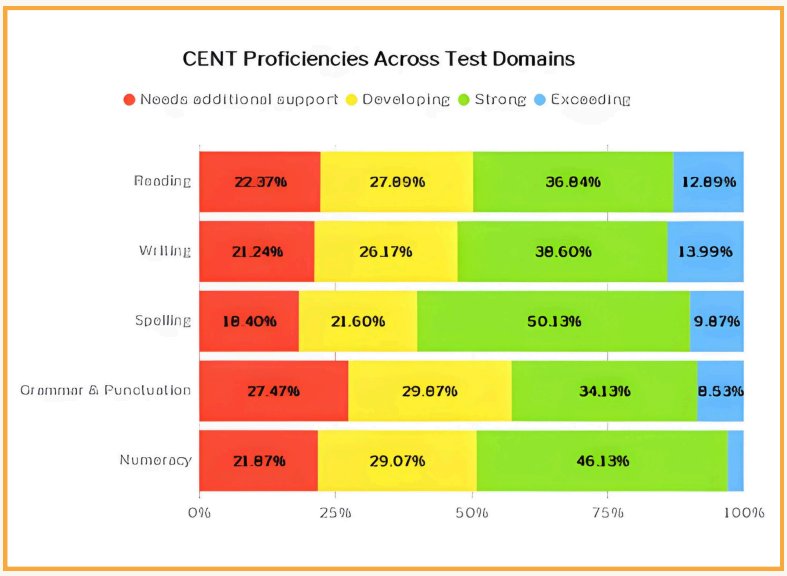
Year 7 Summary

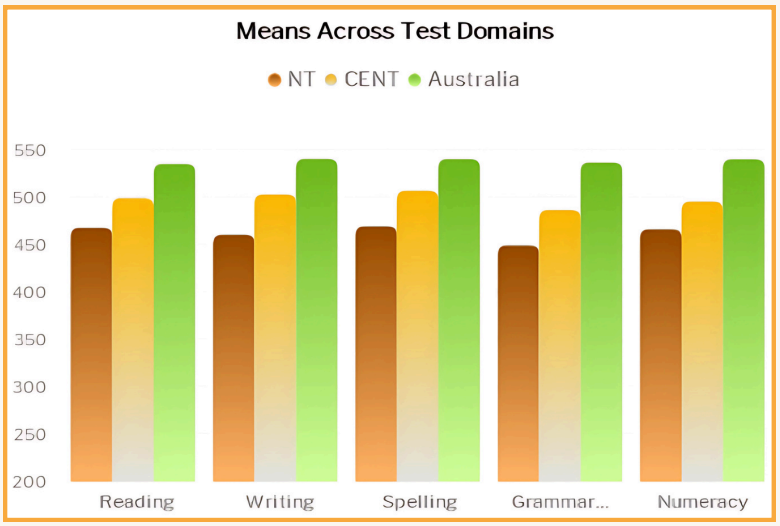


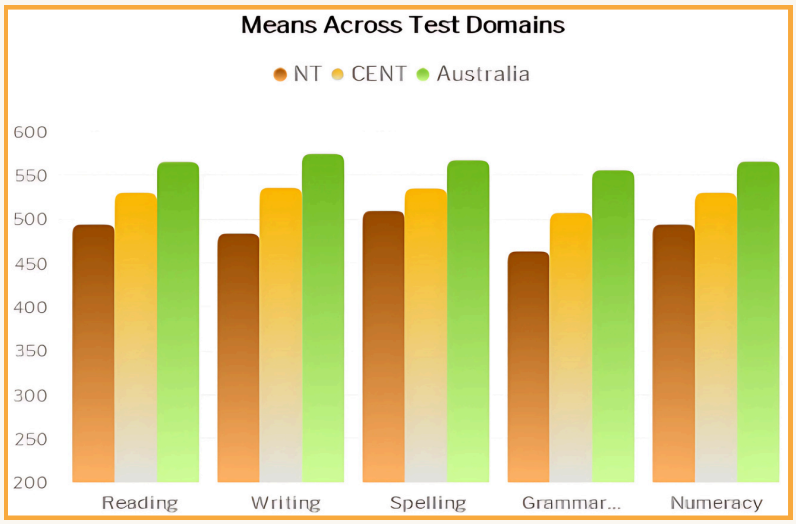
Year 9 Summary





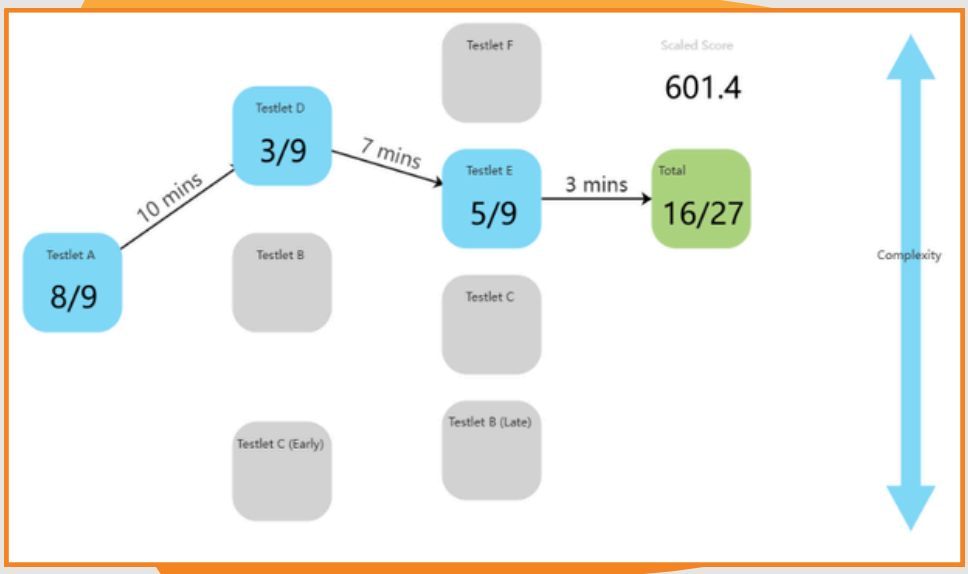




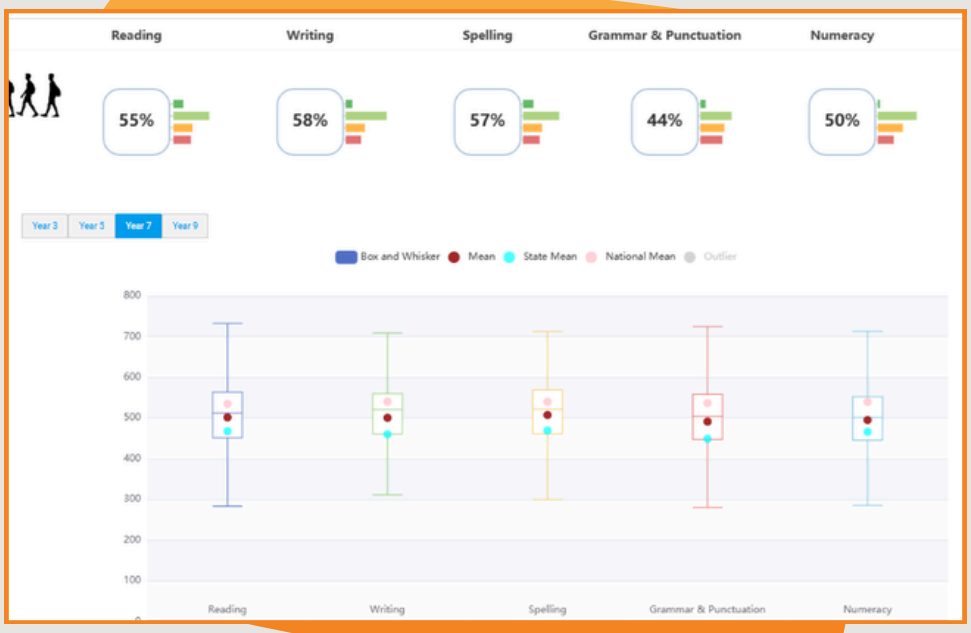


NAPLAN 2024

Sample report showing how students completed a NAPLAN test, showing time it took as well as correct answers given.

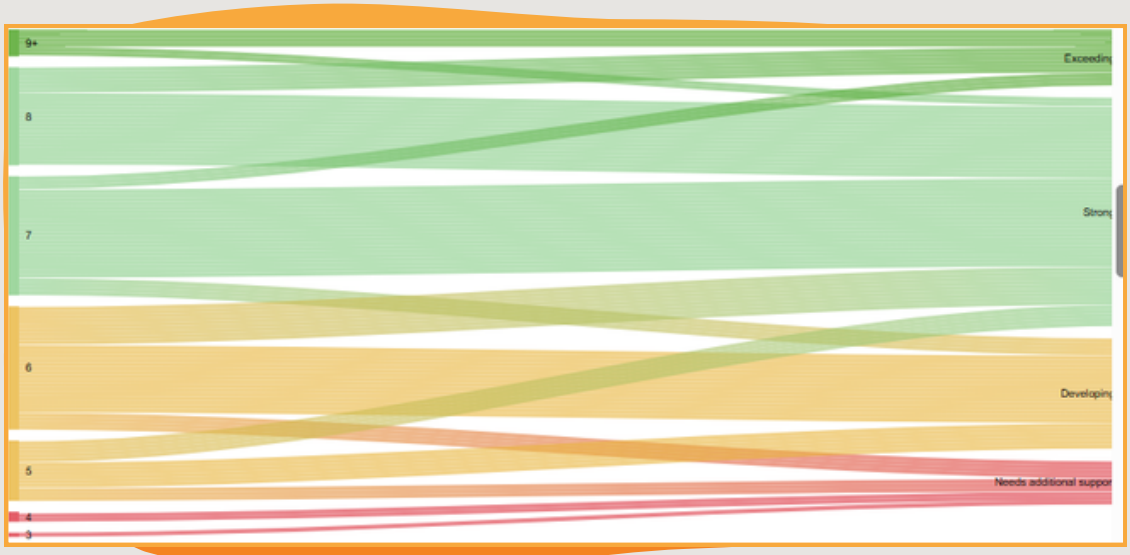


Box-and-whisker plot showing the distribution of Year 7 scale scores across the 5 test domains.

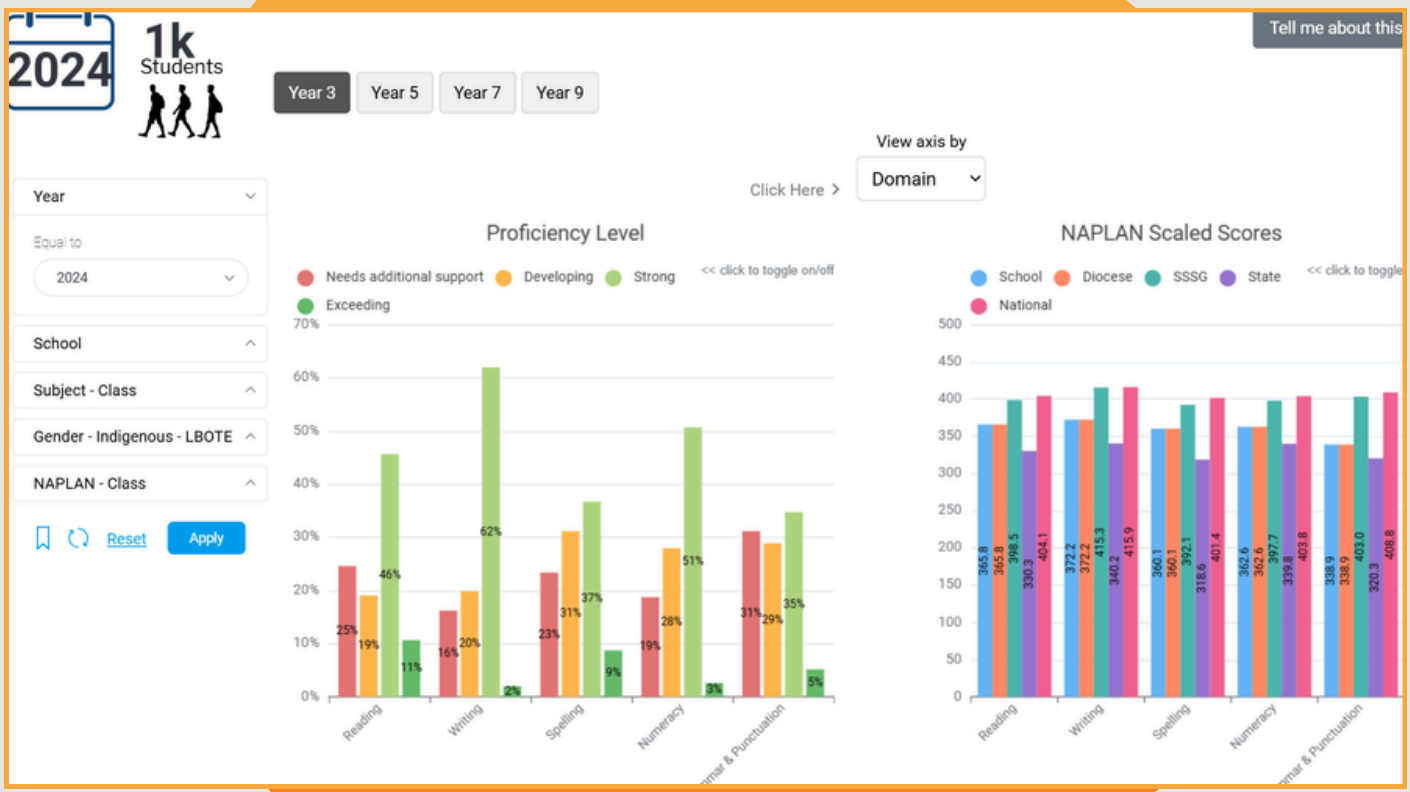


NAPLAN 2024

Sankey diagram showing progress of students' proficiency level in a given domain from 2022 to 2024.



System data showing student distribution of proficiency levels and average NAPLAN scale scores.



Intentional Capacity Building

Empowering and enabling staffthrough quality professional learning and formation.

As we empowered our students, CENT turned its focus inward to nurture our staff, fostering a faith-driven workforce ready to lead with wisdom and compassion through intentional capacity building. Our teams collaborated to enhance leadership, professional skills, and data literacy, ensuring every educator could contribute to our mission with excellence.

Leadership Development

CENT nurtured a faith-driven leadership culture, empowering our leaders to guide with wisdom and compassion across our diverse schools.

QEST continued to facilitate The Brown Collective: Learning from Within Middle Leaders Program in 2024. This program assisted with leaders understanding their own leadership styles and how they lead others.

To make informed decisions, QEST members also engaged in national conferences and fostered partnerships, as evidenced by participation in Marist Schools Australia, Spirit on Country, and ACEL conferences showcasing the Catholic Aboriginal Leadership Team's (CALT) commitment to applying the leadership framework. This strategic networking, following the CALT Spirituality Statement launch, exemplified the integrated application of the leadership framework across people, practices, and processes, ensuring culturally responsive and holistic development for Aboriginal and Torres Strait Islander students within Catholic Education Northern Territory (CENT).

Simultaneously, the Pastoral Care and Wellbeing (PCW&B) team supported school leaders through PCW&B Networks, hosting workshops that honed skills in change management and ensured decision-making around suspensions and inclusions complied with relevant acts. Principals reviewed system data on behaviour and well-being to embrace system-wide approaches, engaged in executive coaching for performance and well-being support, and collaborated with the PCW&B leader to craft annual school improvement plan (ASIP) goals aligned with the CENT Leadership Framework.

These efforts, rooted in faith and unity, empowered leaders to make faith-driven decisions that support inclusive and culturally responsive school environments, ensuring every student can thrive in God's care.

Building Professional Capacity

CENT's commitment to building professional capacity empowered our faith-driven workforce, as the teams collaborated to strengthen leadership and skills across our schools to ensure that every educator could contribute to our mission with wisdom and care.

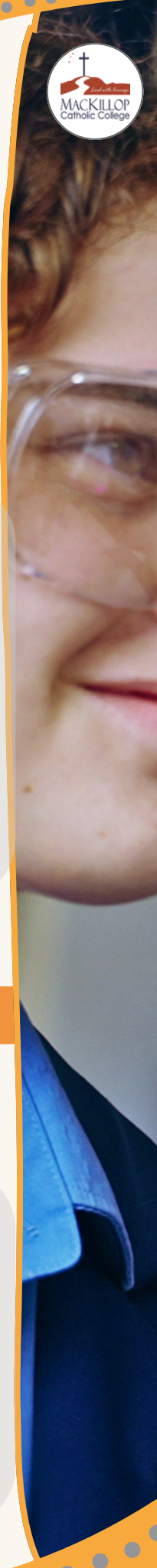
QEST endeavoured to grow professional capacity in school leaders through assisting implementation of the Learning Alliance, a trifecta approach to work on system improvement and modes of achieving student growth found in school improvement plans, namely:

- System Clarity
- Data Literacy
- Collaborative Teams

QEST also grew professional capacity in school staff through various networks in 2024, such as:

- Age Appropriate Pedagogies Network—a network that provided evidence-proven professional learning and collaboration in balanced approaches to pedagogy, especially for the early years of schooling.

The Oral Language Network is a program that offers professional learning and collaboration to promote evidence-based strategies aimed at strengthening oral language, particularly for early years and EAL/D students.





Intentional Capacity Building

The MacKillop RTO, managed by the Catholic Education Office, expanded its certificate offerings to meet the needs of schools and provide industry-relevant qualifications and pathways aimed at empowering students and school staff, especially in early childhood and education support.

In Terms 1 and 4, Education and Care (ECEC) services fostered leadership through the Developing Early Years Leaders programme, which provided leaders with vital skills and allowed for substantial progress. A Term 4 retreat day provided an opportunity for ECEC leaders to reflect on their experience and deepen their faith.

A culture of care and safety was established during the 18 months of support from the Work Health and Safety (WHS) Network. They achieved 80% SALT compliance out of a 75% target by providing thorough training in WHS for supervisors and managers, chief warden training, return-to-work (RTW) training, and mental health first aid.

The School Improvement Partners (SCiP) used the Deputy Principal Network days to provide strategic advice on financial management, curriculum, people management, and governance expectations, assuring leadership succession by upskilling deputy principals.

Collectively, these efforts increased leadership and professional capacity, strengthening our schools through a skilled and faith-driven workforce dedicated to nurturing each and every student.

Data Literacy for Informed Decisions

The teams' collaboration to drive visible progress and support growth across our community was underpinned by CENT's dedication to data literacy, which empowered our schools to make informed decisions.

Seventeen schools launched data literacy projects, targeting school improvement goals. Dr. Selena Fisk and the QEST members led termly sessions, focusing on practical action. These efforts aimed to drive impactful changes in student learning and refine school operational processes.

The mandatory system level Year 1 Phonics Check, collected via The Literacy Hub, provided initial data on phonics acquisition. This crucial assessment highlights program effectiveness, informing instruction and monitoring reading/writing development. Schools now possess valuable data to track student literacy progress through Yellowfin dashboards.

Schools received QEST support for evidence-based practices and quality assessments. Staff meetings and PLC's analysed mathematics and reading data via PAT dashboards. DIBELS 8th assessments were used to gather reading data. These initiatives aimed to enhance data-informed instruction and improve student outcomes across literacy and numeracy.

Pastoral Care and Wellbeing (PCW&B) leveraged TTFM data analysis to support system-wide improvements in anti-bullying and classroom management, sharing insights with QEST, the Continuous Moral Improvement (CMI) team, and the Learning Alliance with Lyn Sharratt to ensure measurable progress in wellbeing initiatives.

Work Health and Safety (WHS) enhanced decision-making with the CENT WHS Dashboard and Informed Dashboard for executives, providing real-time safety data, as 17 schools achieved 69.36% compliance in workplace inspections —slightly below the 75% target—but with six schools exceeding expectations to set a new benchmark.

School Improvement Partners (SCiP) worked alongside principals to develop 2024 Annual School Improvement Plans, using data to inform priorities and strengthen school improvement strategies, ensuring every decision reflected our commitment to growth

These efforts fostered evidence-informed decisions and visible measures of progress, guiding our schools to support student and staff growth.

Enlivening Faith Formation and Religious Education

Nurturing authentic expression of Catholic Mission and identity.

With our students and staff thriving, CENT turned its focus to enhancing faith formation and religious education, nurturing our Catholic identity, and fostering deep connections with families, parishes, and communities through culturally responsive and faith-driven initiatives that radiated the love of Christ.

Nurturing Faith Through Aboriginal Catholic Practices

In 2024, the Catholic Aboriginal Leadership Team (CALT) at CENT deepened our commitment to enhancing faith formation by weaving Aboriginal Catholic practices into the heart of our worship, fostering a richer spiritual connection across our schools and systems while honouring the cultural tapestry of our communities.

Following the 2023 launch of the CALT Spirituality Statement, CALT continued its meaningful work to embed Aboriginal Catholic practices in worship occasions at both school and system levels, creating sacred spaces where faith and culture harmonised to inspire all members of our community, while initiating the development of resources and information for CEO staff.

The team focused on the use of common words and phrases in the main Aboriginal languages spoken within each Aboriginal Catholic community, ensuring that interactions between office and school staff remained culturally responsive and upheld CENT's dedication to preserving these precious languages.

This effort advances the Towards 2026 Strategic Plan by increasing staff knowledge and confidence in both Catholic faith and Aboriginal practices, thereby enriching our shared mission to grow God's kingdom with inclusivity and reverence.



A group of Aboriginal and Torres Strait Islander Education Workers (AIEW's) from schools around Darwin and Alice Springs together with Tiwi CALT members Stacey Parker, Albert Tipungwuti and Francis Kapijiyi Orsto.
The group visited Wurrurmiyanga in term 3 and spent the day with staff and students from Murrupurtiyanuwu Catholic Primary School and Xavier Catholic College

Strengthening Catholic Identity Through Outreach

The Education and Care team at CENT supported our youngest students' spiritual development. They ensured that 320 children across 10 centers were enveloped in the warmth of God's love from an early age by integrating Catholic principles into everyday programmes and establishing relationships with families and local churches through frequent community activities.



Term 4 ECEC Leaders - Retreat Day



Enlivening Faith Formation and Religious Education

Creating Faith Formation Opportunities

To foster intentional, ongoing, and contextually aligned faith formation, each CENT school community facilitated a Catholic Identity and Mission Day in 2024. These days explored diverse themes such as Spirituality of the Heart, Laudato Si' – Care for our Common Home, Forgiveness and Mercy, Instruments of Peace, 'First Light: Reveal the Spirit,' and Pope Francis' Year of Prayer, emphasizing individual charisms. This initiative increased staff knowledge and confidence in Catholic faith and practices, enriching their ability to guide students spiritually.

The Assistant Principals Religious Education (APRE) and Deputy Principal Networks participated in a transformative Spirituality Day led by Ms. Judith Seery. This event deepened participants' understanding of prayer's role through interactive and meaningful activities, bringing attention to the Year of Prayer in preparation for the 2025 Jubilee Year.

CENT Principals and CEO Leadership gathered at St. Joseph's Katherine for a day of prayer and connection, facilitated by Br. Tony Clark of the Marist Mission and Life Formation Team. Themed 'First Light,' the event included a reflective dawn session at Nitmiluk Gorge, offering spiritual enrichment and fostering unity.

Further learning opportunities were provided through the BBI Cornerstones program, with 109 staff completing courses: Introduction to Liturgy (25), Introduction to the Sacraments (24), Understanding the Gospel (35), and Understanding the Old Testament (25). The Study Incentive Program supported 11 staff in the Graduate Certificate in Religious Education and 12 in the Masters in Theology and Leadership, with a total investment of $47,814, strengthening staff faith formation.



'First Light,' themed event included a reflective dawn session at Nitmiluk Gorge, offering spiritual enrichment and fostering unity.

Enhancing Religious Education in the Classroom

CENT enhanced classroom teaching, assessment, and reporting of Religious Education using the Journey in Faith Curriculum and contemporary pedagogy, resulting in increased engagement and excellence. The APRE Network focused on the Principles of Assessment (As, Of, and For Learning) for Transition to Year 10 units. Collaborative workshops reviewed Journey in Faith Curriculum Units, developing rich assessment tasks and moderation processes, leading to greater student engagement and consistent assessment across schools.

Religious Education grades were collected semesterly, enabling APREs to assess the impact of assessment tasks and support teachers in understanding achievement standards. Data from SACE Studies in Religion informed instruction and task design, further enhancing student outcomes.

Fostering Dialogue and Partnerships

CENT fostered dialogue and partnerships with families, parishes, and diocesan stakeholders, evidencing co-responsibility in Catholic Identity and Mission. In March, CENT collaborated with Caritas Australia to launch Project Compassion as a diocesan event at St. Mary's Star of the Sea Cathedral, with Darwin-region student leaders participating in the liturgy and a Caritas workshop. Students also represented CENT at diocesan events, including ordinations and feast days.

All CENT leaders, including Managers, Principals, Deputy Principals, and APREs, attended the Diocesan Leaders Conference, featuring psychologist Fr. James Caldwell SJ. The conference explored synodality and the Diocesan Pastoral Plan, strengthening leadership alignment with Catholic mission.

The Tell Them From Me survey, conducted across all 18 schools, assessed the understanding, value, and effectiveness of CENT's Catholic Identity, Mission, and Vision. With 85% of respondents affirming a Christ-centered environment, the data informed strategic planning for faith formation and religious education, ensuring authenticity and relevance in contemporary society.

Quality Governance and Sustainability

Enabling good governance through co-responsible networks and partnerships.



St John's Catholic College Darwin City

To sustain these educational and spiritual advancements, CENT ensured system sustainability by promoting compliance, fostering co-responsible networks, and distributing resources equitably. This approach reflects a culture of care for all community members, as our teams united to develop systems that would advance our mission.

Building Inclusive, Sustainable Systems

CENT fortified its commitment to quality governance and sustainability. Our teams united to build inclusive, sustainable systems that reflected our deep care for every member of our community across the Northern Territory.

IT adopted the Digistorm platform to streamline enrolments, enabling prospective parents to submit enquiries and applications through customisable online forms, with seamless integration into CENT systems enhancing data quality and workflows, and following a successful pilot, training for remaining schools is set to conclude in Semester 1, 2025.

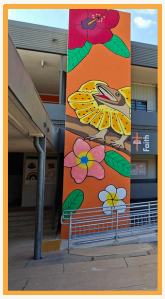
To advance sustainability, new dashboards were established to identify data gaps, relocate reports to CeD3, optimise cloud environments through the decommissioning of legacy systems like CENET, SharePoint, and InfoCentral, as well as expand Google Workspace features and data warehouse planning.

Work Health and Safety (WHS) achieved an impressive 90% incident reporting compliance through a comprehensive review of the WHS Management System, evolving the WHS officer role into a WHS manager position to bolster safety outcomes. Six schools completed external audits—three exceeding the 75% target after a three-year pause—and new systems supported visitor management, incident reporting, and ECEC compliance, while testing began for Chemwatch to enhance chemical management in 2025.

Education and Care (ECEC) services embedded the 1Place Compliance platform across all schools and ECEC centers to manage risk and report incidents online via the 1Place Web App, ensuring quality oversight, with on-site professional development and online support streamlining processes for 320 children.

Inclusion Support Services (ISS), in partnership with Infrastructure, invested $500,000 in disability lifts for second-storey schools, with most projects expected to be completed by the end of the year, ensuring equitable access for all students.





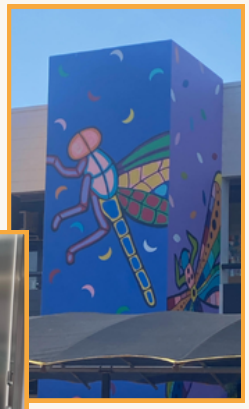
St Paul's Catholic Primary School - Luke Gosling, Member for Solomon, with St Paul's students.



St Mary's Catholic Primary School - Darwin City Lift Installation

Holy Spirit Catholic Primary School - Wanguri *Lift Installation*





The clinicians and the inclusion advisors launched Tier 1 and Tier 2 programs like Trauma-Informed Practice and the Cool Kids Anxiety Program, alongside maintaining Tier 3 services such as referrals, assessments, and contributions to individual education plans.

Smartersoft for Annual School Reports was introduced by School Improvement Partners (SCiP), which ensured consistency and accessibility for parents. Additionally, SCiP assisted principals in the completion of the Non-Government Schools Self-Assessment Tool, a new 2024 requirement by the NT Department of Education Registrar, ensuring CENT's compliance with system obligations.

Quality Governance and Sustainability

The marketing team at CENT advanced creative marketing campaigns. The Be a Top End Teacher campaign targeted educators in New South Wales, Adelaide, Melbourne, and Brisbane, while local advertisements in Darwin's shopping malls drove sustainable growth in student enrolment.

Further amplifying CENT's mission, campaigns on Meta, Google Ads, LinkedIn, and radio stations—Hot 100, 94.7 Territory FM, and Darwins97seven—celebrated the Christ-centred ethos of our schools.

Various shows in the Northern Territory, namely the Royal Darwin Show, Freds Pass Rural Show and the Teddy Bear Picnic, created joyful opportunities for Catholic education to showcase our innovative, faith-based programs, reinforcing our commitment to inclusive education and fostering meaningful dialogue with families.

Year-round television commercials on Channels 7, 9, and 10 promoted the Faith in Their Future initiatives and highlighted the spiritual and academic richness of our schools, welcoming more children into our nurturing environments.

These efforts ensured sustainable growth and alignment with our vision for quality governance and sustainability.

Human Resources: Empowering Our People with Faith and Care

By cultivating an inclusive, supportive, and faith-driven work environment, the Human Resources (HR) team furthered CENT's dedication to sustainability and quality governance. Through strategic initiatives, HR ensured compliance, streamlined processes, and nurtured a culture of care, accountability, and professional growth, reflecting our mission to serve with wisdom, compassion, and love.

CENT HR developed the Employee Performance and Disciplinary Matters Procedure, a transparent and fair framework aligned with the mission and values of Catholic education. This procedure promotes accountability and personal growth by focusing on early intervention, constructive feedback, and employee development while upholding the dignity and rights of staff. By ensuring due process, the framework reinforces CENT's commitment to a culture of continuous improvement, mutual respect, and alignment with role responsibilities, fully supporting the strategic direction of transparent and effective stewardship of resources.

To modernise HR practices, CENT HR successfully implemented the TechOne HR Onboarding system, streamlining the recruitment lifecycle—from job postings and offer management to onboarding and employment—within a single, integrated platform. This eliminated paper-based processes and double-handling, significantly improving efficiency and accuracy across the Catholic Education Office. The next phase, set for 2025, will involve training school leaders and staff to ensure a smooth, user-friendly transition to organisation-wide adoption, fostering sustainable and inclusive HR practices.

In 2024, HR initiated a significant organisational transition with the establishment of the Catholic Church's Diocese of Darwin Education Property Trust. Through meticulous planning, consultation, and clear communication, HR facilitated the seamless transfer of all employees to the new entity. All CENT employees were offered new employment contracts, with staff provided the opportunity to vote on transferring their employment, and ACCS school staff issued new contracts for individual acceptance. This transparent and compliant process ensured the entire workforce transitioned successfully by 31 December 2024, enabling the new entity to commence operations on 1 January 2025, marking a new chapter for Catholic education in the Diocese of Darwin.

HR's diligent management of high-profile matters before the Fair Work Commission in 2024 resulted in positive financial outcomes for CENT and demonstrated effective risk management, aligning with the strategic priority of ensuring system sustainability through equitable resource distribution and a culture of care.

These efforts reflect CENT's dedication to empowering our people, ensuring a workplace where every staff member is valued, supported, and equipped to contribute to our mission of growing God's kingdom with faith and excellence.



Catholic Education
NORTHERN TERRITORY
Faith in their future



Mother Teresa Catholic Primary School - Zuccoli

FINANCE AND INFRASTRUCTURE

FINANCE AND INFRASTRUCTURE

CENT's Finance and Infrastructure teams ensured financial viability and equitable resource distribution in a culture of care and co-responsibility. Through prudent management, we fortified the foundations of our schools.

Catholic Education NT is the approved authority for all 18 Catholic schools in the Northern Territory.

The Schooling Resource Standard (based on the Australian Education Act 2013) and bilateral agreement between the Commonwealth and NT Government determine the funding of non-government schools. Catholic Education receives 80% of their funding from the Commonwealth Government and 15.09%* of their funding from the Northern Territory Government.

The funding is reduced by the 'capacity to contribute' amount, which applies to all non-government schools. It takes into account the ability of the schools' community to contribute and is calculated by the 'Direct Measure of Income'. The funding for remote Indigenous schools is not adjusted for the 'capacity to contribute', providing those schools with full Commonwealth and NT funding based on the same percentage split (80%/15.09%).

The Commonwealth government contributed $123 million, and the NT government contributed $21 million to provide a total of $144 million in recurrent funding. The recurrent grant funding includes various loadings for disability, location, etc.

Catholic Education charged a total of $15.6 million in school and tuition fees across the 12 urban schools and provided 10% in discounts to ensure all children who seek Catholic Education have access to such.

All our remote schools in Indigenous communities do not collect fees.

Remuneration expenses are, at 63%, the largest expense, followed by building and ground expenses with 4% of the overall expenses. The overall surplus for 2024 totalled $14 million, with an 8% net margin.

2024 savings will be critical to match the increased wage demands of the new Employee Bargaining Agreement, which is aimed at matching the NT Department of Education's teacher wage offering. The NT Government used the "special case" funding increase from the Commonwealth Government as part of the Bilateral Agreement to increase teacher wages to the point where NT public school teachers will be the best paid in Australia. Catholic Education has to fund the wage increases from reserves until the NT Government is also financing non-government schools to the full 100% in 2029.

More generally, surpluses and reserves assist our financing and investing cash flow needs. It allows us to service the loans for Catholic Education's most recently built schools and build cash reserves for our ageing asset base. Capital infrastructure improvements have to be financed through Catholic school reserves generated from family income, as recurrent federal and NT school funding is restricted for such use. In 2024 the total spent on capital infrastructure improvements across the system totalled over $13 million.

For further information about our school's financial records, please refer to www.myschool.edu.au. A full set of financial statements can be viewed through the Australian Charities and Not-for-profits Commission (ACNC) for each of the individual schools and Catholic Education as an approved authority (www.acnc.gov.au).

* The 15.09% NT Government contribution is a system-wide contribution across all non-government schools. This means that all non-government schools in total receive an NT government funding contribution of 15.09%; however, this might vary for individual schools.

The Capital Infrastructure Team, overseen by the Chief Financial Officer, planned and worked with various schools and consultants on the design and construction of multiple capital infrastructure projects, with some seeing their completion in 2025.

In 2024, the total amount of capital infrastructure spent was over $13 million and over $3.3 million in repairs and maintenance. Below is an overview of our capital infrastructure projects by school:



Capital Infrastructure Projects

The Capital Infrastructure Team, overseen by the Chief Financial Officer, planned and worked with various schools and consultants on the design and construction of multiple capital infrastructure projects, with some seeing their completion in 2025.

In 2024, the total amount of capital infrastructure spent was over $13 million (including the below BGA projects) and over $3.3 million in repairs and maintenance. Below is an overview of our capital infrastructure projects by school:

Holy Family Catholic Primary School	Refurbishment of classrooms.	$300,000
Ltyentye Catholic School	Refurbishment of dilapidated teacher accommodation.	$328,250
Our Lady of the Sacred Heart Catholic College	Refurbishment of external student amenities servicing the playgrounds and Year 6 classrooms.	$107,000
St John's Catholic College	Refurbishment of Jubilee Hall roof.	$243,750
St Joseph's Catholic College	Refurbishment to create specialty classrooms, including Science, Technology, Engineering, Arts and Mathematics (STEAM) room, special education and computer laboratory. Renovation of existing amenities and outdoor spaces.	$214,500
		Total $ 1,193,500

The Finance and Infrastructure teams concluded 2024 with a strengthened foundation for CENT's mission. They ensured financial stability and enhanced facilities that reflect our commitment to equity and care, empowering every student and staff member to flourish.





Ltyentye Apurte Catholic School - Santa Teresa, Alice Springs

St John's Catholic College - Darwin





Holy Family Catholic Primary School







Our Lady of the Sacred Heart Catholic College, Alice Springs

St Joseph's Catholic College





Our Lady of the Sacred Heart Thamarrurr Catholic College - Wadeye, Port Keats

CONCLUSION

In 2024, CENT achieved remarkable successes that advanced our Towards 2026 Strategic Plan, establishing itself as a beacon of faith and excellence. We enhanced student learning by incorporating faith, culture, and life into our curricula, empowered our staff through transformative professional development, nurtured Catholic identity through meaningful outreach, and strengthened our systems with sustainable governance.

These milestones are indicative of our unparalleled commitment to the cultivation of God's kingdom with love and purpose throughout the Northern Territory, as well as to excellence, equity, and the richness of life.



Catholic Education
NORTHERN TERRITORY
Faith in their future

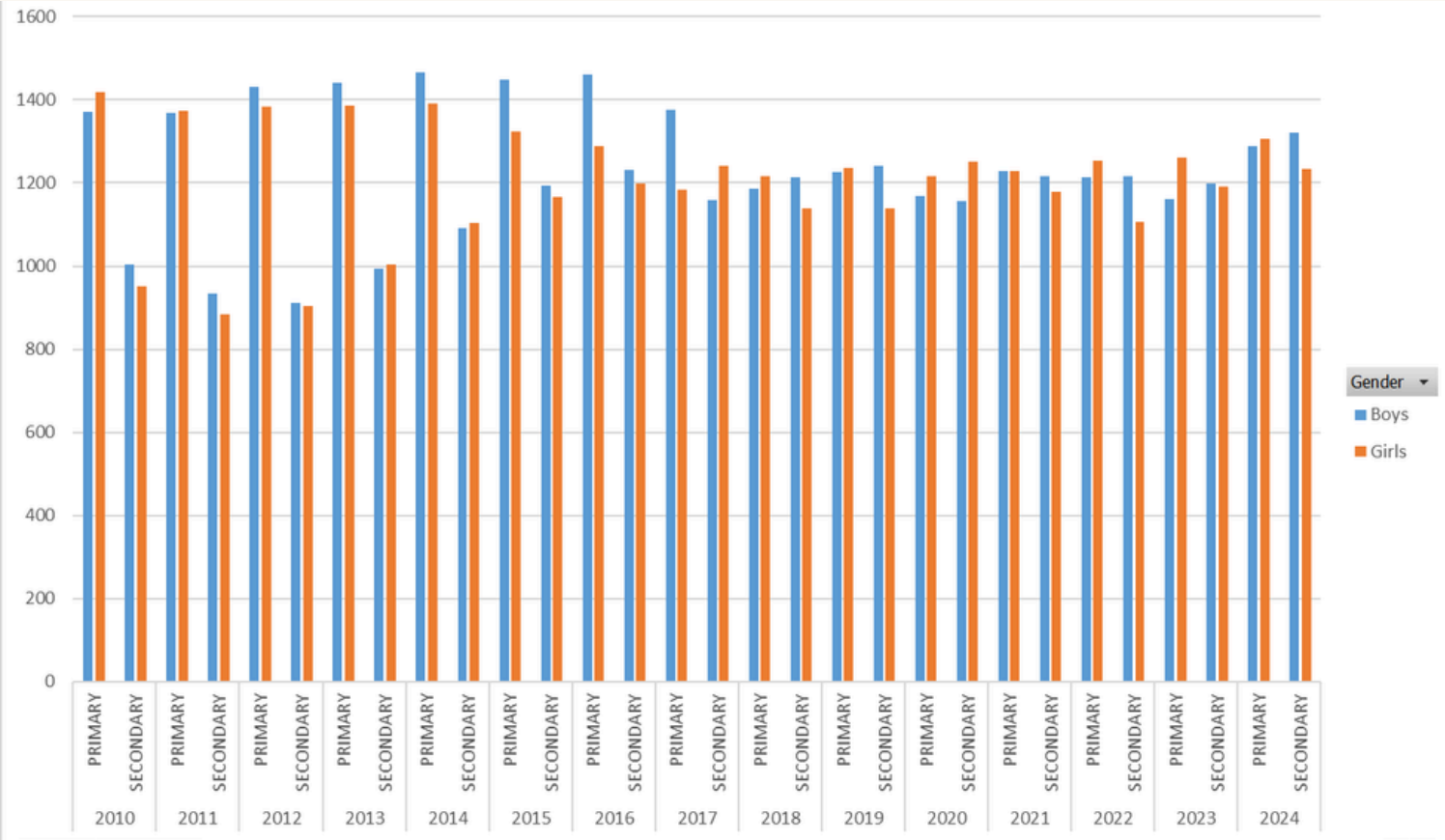


STATISTICAL SNAPSHOT

SCHOOL AND STAFF PROFILE

Sacred Heart Catholic Primary School
Woodroffe

Statistical Snapshot
Schools profile 2024 in the Northern Territory





From 2010 to 2024, Catholic Education Northern Territory (CENT) has exemplified resilience and growth in student enrolments, aligning with the Towards 2026 Strategic Plan vision of excellence, equity, and fullness of life for all. Total enrolments across primary and secondary levels peaked at 5,181 students in 2016, reflecting the appeal of our faith-integrated, culturally responsive curricula and inclusive environments that nurture every child's spiritual and academic journey.

Following this high, enrolments experienced a moderate decline to 4,754 in 2018, influenced by regional demographic shifts and external challenges, including the COVID-19 pandemic, which saw a low of 4,561 in 2011 and stabilisation around 4,790 in 2020. However, through intentional capacity building, CENT achieved a strong recovery, with enrolments rising to 5,150 in 2024—nearing our historical peak and demonstrating the effectiveness of our strategic priorities in fostering engagement and equity.

Gender distribution remained balanced throughout, with boys comprising approximately 50.5% of total enrolments (36,916 boys) and girls 49.5% (36,158 girls) over the period, underscoring our commitment to equitable opportunities in Christ-centred education.

Primary enrolments averaged around 2,600 students annually, with a high of 2,858 in 2014 and growth to 2,595 in 2024, while secondary enrolments showed steady expansion from 1,955 in 2010 to 2,555 in 2024, supported by initiatives like the MacKillop RTO's certificate programs empowering pathways to further education and employment.

These trends affirm CENT's dedication to integrating faith, culture, and life into learning, ensuring sustainable growth in a culture of care and co-responsibility as we continue to grow God's kingdom across the Northern Territory.

Year at a Glance

18
Catholic Schools

5150
Students

1331
CENT
Staff Members

1617
Indigenous

3533
Non -Indigenous

2540
Female Students

2610
Male Students

2595
Primary

2555
Secondary

991
Female Staff

340
Male Staff



Murrupurtiyanuwu Catholic Primary School - Wurrumiyanga, Bathurst Island



CENT TOP STUDENT ACHIEVERS 2024

Xavier Catholic College - Wurrumiyanga, Bathurst Island

CENT - Top Student Achievers 2024
2024 Student Awards Darwin and Alice Springs

Certificates of Merit (Stage 2)



Emma Ryan

St John's Catholic College

Achievements

Indonesian (continuers)

Certificates of Merit (Stage 2)



Jack Walmsley

O'Loughlin Catholic College

Achievements

Mathematical Methods

Certificates of Merit (Stage 2)



Samson Bament

O'Loughlin Catholic College

Achievements

Mathematical Methods

Top Twenty NTCET Students



Paddy van der Geest-Hester

Our Lady of the Sacred Heart Catholic College

Achievements

Dux of the College in the Class of 2024
OLSH Top 5 High Achiever in the Class of 2024
Dept. of Treasury & Finance Maths Award
NT ard of Studies Year 12 Top Achiever Award
Academic Excellence: Science & English
ATAR – 99.4

2024 NTBOS Academic Achievement Award



Bhajleen Kaur

and

Portia Gurney

Our Lady of the Sacred Heart Catholic College

Acronyms

AAMT	Australian Association of Mathematics Teachers
AAP	Age Appropriate Pedagogy
AC	Australian Curriculum
ACARA	Australian Curriculum Assessment and Reporting Authority
ACCS	Aboriginal Catholic Community Schools
ACNC	Australian Charities and Not-for-Profit Commission
ACU	Australian Catholic University
AITSL	Australian Institute of Teaching and Learning
ASIP	Annual School Improvement Plan
BGA	Block Grant Authority
CALT	Catholic Aboriginal Leadership Team
CEC NT	Catholic Education Council of the Northern Territory
CENT	Catholic Education Northern Territory
CEO	Catholic Education Office
CI	Catholic Identity
DESE	Department of Education, Skills and Employment
EAL/D	English as an Additional Language or Dialect
ECEC	Early Childhood Education and Care
ELC	Early Learning Centre
FF&R	Finance, Facilities & Resources
HR	Human Resources
ILC	Indigenous Languages and Culture
ISS	Inclusion Support Services
JIF	Journey in Faith
LBOTE	Learning background other than English
LMS	Learning Management System
LOC	Learning on Country
MTANT	Mathematics Teachers Association of the NT
NCCD	Nationally Consistent Collection of Data
NCEC	National Catholic Education Commission
PCWB	Pastoral Care and Well Being
PTANT	Professional Teachers' Association of the Northern Territory
QAC	Quality Assurance Cycle
QEST	Quality Education Support
RAP	Reconciliation Action Plan
RTO	Registered Training Organisation
SIRF	School Improvement and Renewal Framework
SInP	Study Incentive Program

Acronyms

SS	School Services
TAITE	The Institute of Theological Education
T&L	Teaching and Learning
WHS	Work Health and Safety

Catholic Education
NORTHERN TERRITORY
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Annual Report 2024

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