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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 of the Northern Territory, we present you with the Catholic Education Northern Territory Annual Report for the year 2023.

The Australian Government's commitment to funding non-government schools has provided Catholic Education in the Northern Territory (CENT) choice and affordability for parents over the next decade as our schools transition to the new Direct Measure of Income (DMI) funding arrangements.

The Catholic Education Office (CEO) continues to focus on the Key Areas of the 2022 - 2023 Strategic Plan, through its active and layered engagement with school communities in endeavouring to deliver 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 CEO continues to represent NT Catholic schools in its liaison 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; Leadership; Teaching and Learning; Pastoral Care and Wellbeing; Community and Culture; and Finance, Facilities and Resources.

During the last year, the Council has participated in a review lead by Greg Crafter. In Semester 2, 2022, we expect a newly endorsed model to be implemented, with the Bishop appointing new members along with some continuing Council Members, to better facilitate changes in the Strategic Plan and new Council structure.

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
6 June 2024



Paul Greaves
Ex Officio
Catholic Education Northern Territory
Diocese of Darwin



Director's Report

Paul Greaves, Director Catholic Education NT

2023 was the first year of Catholic Education Northern Territory's (CENT) 'Towards 2026' strategic directions initiative. At the heart of this initiative is the mantra, 'Excellence, Equity and Fullness of Life for all.'

Much work and effort was dedicated in 2023 to give life to this statement. Three significant examples of this work in each of the four priority areas of the Towards 2026 document are shared below:

Excellent Student Learning and Engagement

- A Commonwealth grant from the Department of Infrastructure, Transport, Regional Development, Communications and the Arts for the Preserving Tiwi Language and Culture Project, in order to express, preserve and maintain culture through Indigenous language and arts activities.
- The Teaching and Learning Team focused on supporting schools in the implementation of Version 9 of the Australian Curriculum and aligning it to the Indigenous Language and Culture programs in our Aboriginal Catholic Community Schools.
- Introduction of an Education Officer position in the Teaching and Learning Team dedicated to supporting the system in the visualisation of data and building capacity in schools to visualise and analyse their data.

Intentional Capacity Building

- CENT Learning Alliance. This collaboration with International education researcher and advisor, Dr Lyn Sharratt is building 'systemness' in our approach to maximising learning outcomes for students. Research has identified 14 Parameters for school improvement and the CENT Learning Alliance work seeks to build shared beliefs, understandings and practices around school improvement.
- The Brown Collective professional learning initiative has continued to successfully build the leadership skills in middle and executive leaders in CENT schools.
- The professional learning and Data Literacy workshops with Dr Selena Fisk has continued to develop and build leadership capacity in their data literacy capabilities and use of data to inform strategic planning to improve outcomes for students.

Enlivening Faith Formation and Religious Education

- Catholic Identity Formation Day held for all school staff in the Darwin area focused on 'Finding our Heart for These Times' with resident theologian Sandie Cornish (ACU) sharing theological insights to affirm the ways we create 'kingdom spaces' for our students in CENT.
- Senior secondary students in Catholic Education Northern Territory continued to develop skills through their engagement with the South Australian Certificate of Education SACE courses at Stage 1 and Stage 2 namely: Integrated Learning Religious Education, Society and Culture RE and the new course; Spiritualities, Religion and Meaning, offered in schools for the first time at Stage 2.
- CENT focused on the Journey in Faith Religious Education Curriculum (Transition - Years 10) in both urban and ACCS to create valid, reliable and contextually relevant teaching, learning and assessment in Religious Education.

Quality Governance and Sustainability

- New Chief financial Officer role at CENT. This position has been established to provide executive level leadership at CENT in the areas of finance and infrastructure. As a member of the senior executive team this position will ensure we meet our system accountabilities but will also be central to bringing our mission and vision to life as articulated in Towards 2026.
- Tell Them From Me (TTFM) student, staff and parent/carer survey for all schools and the Catholic Education Office (CEO). This well established and highly regarded survey instrument provides valuable perceptions and feedback for school leaders and CEO leaders in the areas of student learning, student wellbeing and Catholic Identity and Religious Education.
- Catholic Education Council (CEC) restructure based on the Crafter report 2022. This initiative is detailed elsewhere in this report.

There has of course been much more than this in the work of CENT in 2023 but one additional aspect I would like to acknowledge is the growing connection and support that we have benefited from in forging closer ties with Catholic Education South Australia (CESA). As a much larger system CESA has generously supported CENT with advice, access to resources and inclusion in professional networks and professional development. This connection can be seen in all four priority areas of our Towards 2026 Strategic intent and I offer my thanks to Director of Catholic Education SA Dr Neil McGoran and his team.

At the end of 2023 we acknowledged and celebrated the significant contribution that Jacqui Langdon, Deputy Director Teaching and Learning, has made to Catholic Education in the NT as she transitioned into retirement in 2024. As a teacher, middle leader, Principal and Deputy Director - all in the NT - Jacqui leaves us a superb example of what authentic leadership in and for Catholic Schools can look like.

I offer my gratitude to all who welcomed me to the role of Director in 2023, especially Bishop Charles Gauci, previous Director of CENT Greg O'Mullane, Chair of the Catholic Education Council Anthony Burton, and my Deputy Directors, Dirk Botha and Jacqui Langdon. Your generous support in our shared mission in seeking 'Excellence, Equity and Fullness of Life' for all who we serve has been greatly appreciated.



O'Loughlin Catholic College, Karama

OUR VISION

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

Wisdom

Justice

Courage

Compassion

Love

*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

What we do at CENT

Catholic Education in the Northern Territory, is a network of 18 schools built on Christian values and on the history and traditions of this land across Australia's top end.

For more than one hundred years our schools have been proudly educating children and supporting families throughout the Northern Territory.

Today we are contemporary learning communities with a culturally diverse student population and transformative leadership. Our schools are places of welcome and inclusion, they are places of community, and they are places of opportunity for both students and teachers.

We are committed to delivering an exceptional education at every stage of the learning journey, from our Early Learning Centres and Transition through to Secondary.

In doing so, we focus on providing learning and development opportunities to ensure our students are equipped with the skills, the mindset and the passion to contribute positively and compassionately to our global community.

Our network of 18 schools are exciting places of learning, discovery and innovation.

MAP Network of 18 CENT Schools

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

DARWIN

Primary Schools

Holy Family Catholic Primary School (Karama) **E O** (259)

Holy Spirit Catholic Primary School (Wanguri) **E O** (230)

St Mary's Catholic Primary School (Darwin) **E O** (195)

St Paul's Catholic Primary School (Nightcliff) **E O** (212)

Secondary Schools

O'Loughlin Catholic College (Karama) **B** (571)

St John's Catholic College (Darwin) **B** (267)

WURRUMIYANGA, BATHURST ISLAND

Primary School

Murrupurtiyanuwu Catholic Primary School **P** (151)

Secondary School

Xavier Catholic College (100)

PALMERSTON

Primary Schools

Sacred Heart Catholic Primary School **E O** (140)

Mother Teresa Catholic Primary School **E O** (316)

Secondary School

MacKillop Catholic College (705)

HUMPTY DOO

Primary School

St Francis of Assisi Catholic Primary School **E O** (87)

KATHERINE

Primary & Secondary School

St Joseph's Catholic College **E O** (258)

SANTA TERESA

Primary & Secondary School

Ltyentye Apurte Catholic School **P** (115)

DALY RIVER, NAUIYU

Primary & Secondary School

St Francis Xavier Catholic School **P** (66)

WADEYE, PORT KEATS

Primary & Secondary School

Our Lady of the Sacred Heart Thamarrurr Catholic College **P** (348)

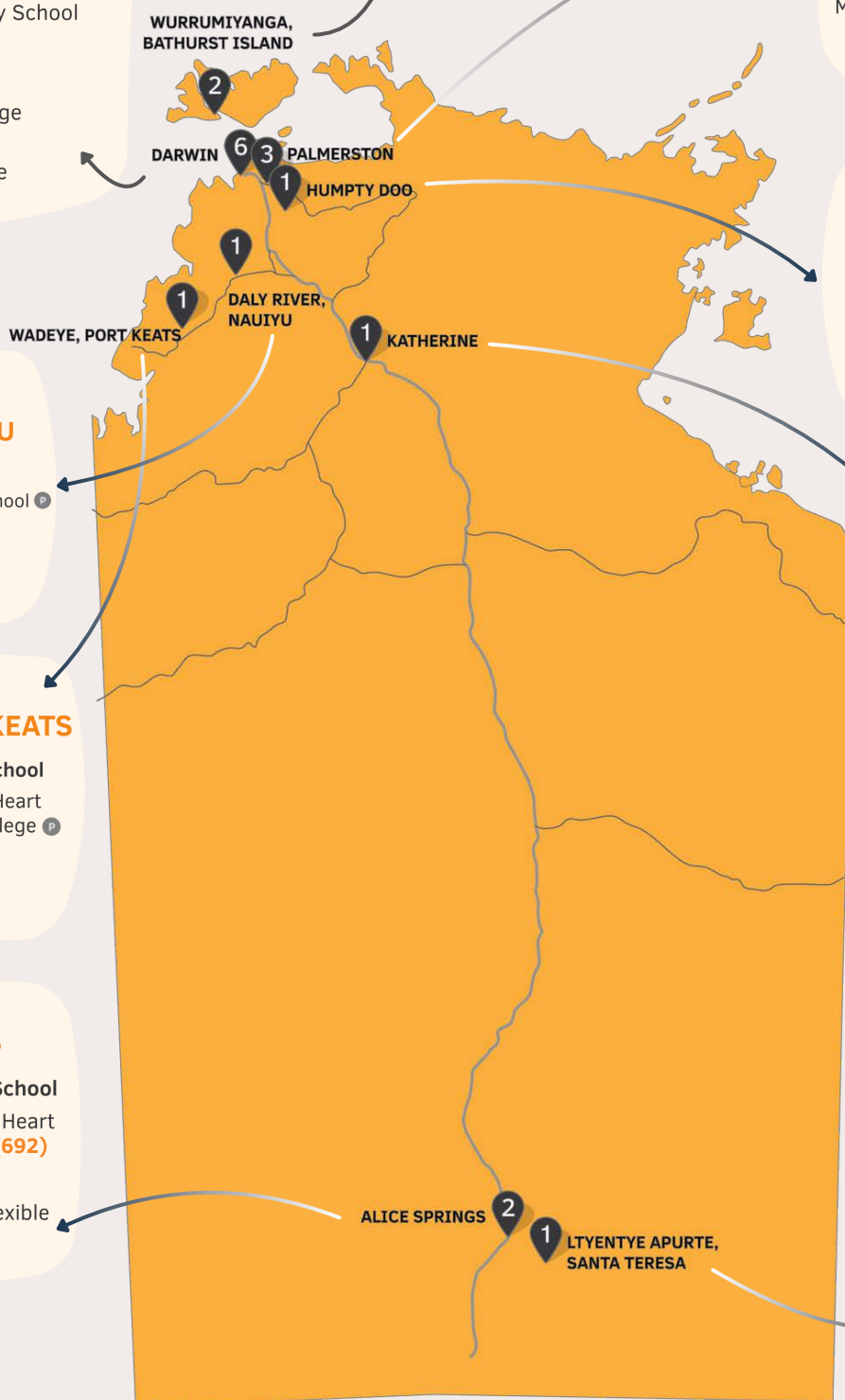
ALICE SPRINGS

Primary & Secondary School

Our Lady of the Sacred Heart Catholic College **E O** (692)

Secondary School

St Joseph's Catholic Flexible Learning Centre (102)



(Numbers in orange represent student enrolment numbers at the school)



Holy Family Catholic Primary School

Karama, Darwin

Founded in 1983

ELC to year 6 Co-Educational

259 Students

"Family, Faith, Friendship"



Holy Spirit Catholic Primary School

Wanguri, Darwin

Founded in 1979

ELC to year 6 Co-Educational

230 Students

"To live, to love, to grow in Christ"



St Mary's Catholic Primary School

Darwin City

Founded in 1908

ELC to year 6 Co-Educational

195 Students

"Learning in Faith & Love"



St Paul's Catholic Primary School

Nightcliff, Darwin

Founded in 1967

ELC to year 6 Co-Educational

212 Students

"In Faith & Love, Strong in Unity, Rich in Diversity"



O'Loughlin Catholic College

Karama, Darwin

Founded in 1987

Year 7 to Year 12 Co-Educational

571 Students

"Make us one with Christ"



St John's Catholic College

Darwin City

Founded in 1960

Year 7 to Year 12 Co-Educational and Boarding

267 Students

"Fortes in Fide - Strong in Faith"





Sacred Heart Catholic Primary School

Woodroffe, Palmerston

ELC to year 6 Co-Educational

140 Students

"Small School, Big Heart"



Mother Teresa Catholic Primary School

Zuccoli, Palmerston

Founded in 2018

ELC to year 6 Co-Educational

316 Students

"Do Small Things with Great Love"



Mackillop Catholic College

Johnston, Palmerston

Founded in 2012

Year 7 to Year 12
Co-Educational

705 Students

"Lead with Courage"



St Joseph's Catholic College

Katherine

Founded in 1987

ELC to Year 12 Co-Educational

258 Students

"Respect,
Relationships, Resilience"



Murrupurtiyanuwu Catholic Primary School

Wurrumiyanga,
Bathurst Island

Founded in 1912

Pre-School to Year 6
Co-Educational

151 Students

"Stay Safe - Respect Everyone -
Learn Everyday"



Xavier Catholic College

Wurrumiyanga,
Bathurst Island

Founded in 1932

Year 7 to Year 12
Co-Educational

100 Students

"Tomorrow's Leaders Today"





ST FRANCIS XAVIER
Catholic School

Strong in Faith Strong in Culture Strong in Learning

St Francis Xavier Catholic School

Naiyu, Daly River

Pre-School to Year 12
Co-Educational

66 Students

"Strong in Faith, Strong in
Culture, Strong in Learning"



Our Lady of the Sacred Heart Catholic College

Alice Springs

Founded in 1938

Transition to Year 12
Co-Educational

692 Students

"Instil justice, love, and peace
in all that we do"



EDMUND RICE EDUCATION
AUSTRALIA



ST JOSEPH'S Catholic Flexible Learning Centre ALICE SPRINGS

A Catholic School in the Edmund Rice Tradition
A Member of the EREA Oscar Romero Flexi Schools Network

St Joseph's Catholic Flexible Learning Centre

Alice Springs

Year 7 to Year 12
Co-Educational

102 Students



St Francis of Assisi Catholic Primary School

Humpty Doo

Founded in 1997

ELC to Year 6 Co-Educational

87 Students

"Grow in Wisdom and Love"



Ltyentye Apurte Catholic School

Santa Teresa, Alice Springs

Founded in 1953

Pre-School to Year 12 Co-
Educational

115 Students



Our Lady of the Sacred Heart Thamarrurr Catholic College

Wadeye, Port Keats

Founded in 1935

Pre-School to Year 12 Co-
Educational

348 Students

"May the Sacred Heart of Jesus
be everywhere loved forever"





Smoking Ceremony & Opening Mass, 2023

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 ecclesiastical 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.

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, Community Member
- Ms Clalia Mar - Deputy Chair
- Mr Paul Greaves - Director of Catholic Education / Ex Officio

Ordinary Members

- Mrs Lorraine King - Parent Representative
- Fr Leo Wearden MSC PP - Priest
- Fr Prakash Menezes - Priest
- Ms Stacy Parker - Aboriginal Representation
- Dr Nicole Johnson - Community Member
- Mr Peter Caldwell - Community Member
- Sr Nuria Miro - Community Member
- Mr Ruben Johnson - Principals' Representative

Ex Officio Members

- Fr Malcolm Fyfe - Retired Vicar General
- Mrs Jacqui Langdon - Deputy Director of Teaching & Learning
- Mr Dirk Botha - Deputy Director School Services
- Sr Catherine Mead - Leader of Catholic Identity
- Ms Alexa Gutenberger - Chief Financial Officer (Term 4)

The Catholic Education Council met on six (6) occasions:

- 31 March
- 16 June
- 11 August
- 15 September
- 03 November
- 01 December

Focus Discussions

- Progressing and finalising Greg Crafter's Council Review
- CENT's Approved Authority as a property trust, initiated by the Australian Government
- St John's Catholic College - boarding element
- Non-Government Schools Legislation
- CENT's Strategic Plan: 'Towards 2026 - Excellence, Equity & Fullness of life for all'
- Safeguarding Children
- Aboriginal Engagement
- Work, Health & Safety



St Francis of Assisi, Humpty Doo



O'Loughlin Catholic College, Karama

Council Standing Committees - 2023

In line with Greg Crafter's proposed changes, the standing committee for leadership was dissolved, while the one for Community and Culture was prorogued, with the tenets incorporated into the other four 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 2023.



**Catholic Identity
(CI)**

Sr Catherine Mead
Leader of Catholic Identity



**Teaching & Learning
(T&L)**

Jacqui Langdon
Deputy Director
Teaching & Learning



**Pastoral Care &
Wellbeing
(PCWB)**

Shane Donohue
Senior Principals'
Consultant



**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).



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 - Catholic Education Office, Leader Catholic Identity & Mission |
| • David Reilly - Community Representative, Central Australia Community Representative |
| • Robyn Craig - Catholic Education Office, Ed Officer Religious Education |
| • Denise Simon - Assistant Principal Mission OLSH (AS), Professional expertise Diocesan Representative |
| • Rosie Harrison - St Mary's Catholic Primary School, Principal Representative |
| • Justin Colley - Ltyente Apurte Catholic School, ACCS Principal representative |
| • Lucas Hurley - MacKillop Catholic College - Principal Representative |



O'Loughlin Catholic College, Karama

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

- | |
|---|
| • Jacqui Langdon - Catholic Education Office, Chair: Deputy Director: Teaching and Learning |
| • Annalea McCurry - Catholic Education Office, Leader Teaching and Learning |
| • Michelle Garbutt - Catholic Education Office, Principal Consultant |
| • Megan Evans - O'Loughlin Catholic College, Principal Representative |
| • Janelle Knack - Murrupurtiyanuwu Catholic Primary School, Professional expertise |
| • Joanne Knight - St Paul's Catholic Primary School, Professional Expertise |
| • Kathryn Ezzy - MacKillop Catholic College - Teacher Representative |
| • Jodi Cowdery - Catholic School Parent, Parent Representative |

St John's Catholic College, Darwin City

Xavier Catholic College, Wurrumiyanga, Bathurst Island



O'Loughlin Catholic College, Karama

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 finance and planning at school and system levels as per the Standing Committee's Terms of Reference.

Membership

- | |
|--|
| • Dirk Botha - Catholic Education Office, (Leader) Deputy Director School Services |
| • Alexa Gutenberg - Chief Financial Officer (Term 4) |
| • Peter Caldwell - Catholic Education Council NT Member |
| • Paul Greaves - Catholic Education Office, Director of Catholic Education NT |
| • Cameron Hughes - St John's Catholic College Principals' Representative |
| • Anne Coulter - Darwin Diocesan Office, Darwin Diocesan Development Fund |

*Then at the 30 August & 22 November meeting - Claudia Hall was acting GM Finance



O'Loughlin Catholic College, Karama

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.

Membership

- | |
|---|
| • Michelle Garbutt - Catholic Education Office - Principals' Consultant |
| • Christin Sutherland - Catholic Education Office - PCWB Coordinator |
| • Reuben Johnson - Mother Teresa Catholic Primary School - Principal |
| • Lorraine King - Catholic Education Council NT - Parent |
| • Christine Smith - Catholic Education Office - Professional Expertise |
| • Lisa LeGros - Catholic Education Office - Principal |
| • Megan Henderson - Catholic Education Office - Senior Psychologist |
| • Kellie McGinlay - Murrupurtiyanuwu Catholic Primary - Principal |
| • Sunniva Antonucci - St Joseph's Catholic College - Principal |
| • Rebecca Evans - Catholic Education Office - Professional expertise |
| • Tasha Roe - Catholic Education Office - Professional Expertise |



O'Loughlin Catholic College, Karama



STRATEGIC PLAN

TOWARDS 2026

Excellence, Equity and Fullness of life for all



Accountabilities and achievements for the 2023 calendar year for each of the four (4) priorities are outlined in this annual report.

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.

Towards 2026 challenges all of us to realise the potential in each child for growth in their learning. It asks us to place Christ at the centre of our teaching and through our leadership to give voice and agency to students.

The Strategic Plan identifies four system priorities to shape and drive data informed policy and practice in the work of Northern Territory Catholic schools, centres and offices during the period 2023 to 2026.

Actions with measurable outcomes have been identified to support the achievement of the key strategic directions for each priority.

Our prayer is that this plan provides guidance to our way ahead for the rich tapestry of schools and educators in Catholic Education in the Diocese of Darwin. We take great pleasure in presenting Towards 2026 – Excellence, equity, and fullness of life for all.

Most Rev Charles V. Gauci DD
Bishop of Darwin

Paul Greaves
Director, Catholic Education Northern Territory



Excellent Student Learning and Engagement

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



Intentional Capacity Building

Empowering and enabling staff through quality professional learning and formation.



Enlivening Faith Formation and Religious Education

Nurturing authentic expression of Catholic Mission and identity.



Quality Governance and Sustainability

Enabling good governance through co-responsible networks and partnerships.

STRATEGIC DIRECTIONS

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

Outcome • Unique context (culture, language & spirituality) is evidenced in curriculum and pedagogy.

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

Outcome • Demonstrated growth in student engagement and learning outcomes.

Embedding teaching, learning and wellbeing framework principles and practices.

Outcome • Application of the frameworks are reflected in practice.

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

Outcome • Effective intervention and appropriate allocation of resources.

STRATEGIC DIRECTIONS

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

Outcome • Integrated application of the Leadership Framework with people, practices and processes.

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

Outcome • Increased effectiveness in leadership and professional capacity.

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

Outcome • Evidenced informed decisions and measures are visible.

STRATEGIC DIRECTIONS

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

Outcome • Increased staff knowledge and confidence in Catholic faith and practices.

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

Outcome • Increased engagement of staff and students in achieving excellence in Religious Education.

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

Outcome • Evidence of engagement and co-responsibility in Catholic identity and Mission.

STRATEGIC DIRECTIONS

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

Outcome • CENT is fully compliant with system obligations and legislative requirements.

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

Outcome • All staff are valued and actively engaged in a culturally responsive and safe workplace

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

Outcome • Financial stability and viability is evidenced.

Report against The Strategic Plan

Catholic Identity

Enlivening Faith Formation and Religious Education

Nurturing authentic expression of Catholic Mission and identity.



During 2023, the Catholic Identity standing committee focused on 3 key strategic directions within the Enlivening Faith Formation and Religious Education priority of our Strategic Plan:-

- 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.

CENT through the Catholic Identity standing committee engaged in many meaningful Faith Formation events through the course of 2023.

The bi-annual Catholic Identity and Mission Formation day was held in September for 450 staff members from urban Darwin and representatives from regional and remote schools within the Diocese. The theme for the formation experience Finding our Heart for these Times- For the Fullness of Life for All (JN10:10) was explicitly presented by Dr Sandie Cornish (ACU) who provided valuable input into Catholic Social Thought and Practice throughout the day which was complemented by the participation of staff members from the Catholic Education Office and from schools in panels, storytelling and sharing of good practice. Deb Walter, our resident artist and staff member from O'Loughlin Catholic College enabled an artistic representation of the reflections shared during the day (See picture on the right).

FORMATION OF LEADERS

Principals and the Executive Team gathered for their annual retreat based on the theme Servant Leadership and the Art of Accompaniment. The retreat was facilitated by Audre Brown, former Director of Catholic Education in the Ballarat Diocese and currently amongst other areas a professional supervisor for leaders in Ministry and Education. The Deputy Principals and Assistant Principals Religious Education and Religious Education Coordinators had the opportunity to experience a retreat day held at Nungalinga with the same theme.

STAFF FORMATION AND PROFESSIONAL LEARNING

The Cornerstones Program offered in CENT through The Australian Institute of Theological Education (BBI TAITE) provided accessible access to staff members in the following courses to enable staff members to gain Accreditation to teach in a Catholic School.

All teachers are encouraged to complete one unit of the Cornerstones Program per year. Staff members with or working towards a Graduate Certificate In Religious Education or a Masters in Theology, Leadership and / or Religious Education are exempt from this requirement.

During 2023 the following courses were provided for staff members:

1. Catholic Forms of Prayer - 23 staff members registered for the course with a completion rate of 60.5%
2. Introduction to Catholic Social Teaching - 56 staff members registered for the course with a completion rate of 60.9%
3. Moral Decision Making - 59 staff members registered for the course with a completion rate of 69.0%
4. Introduction to New Testament - 64 staff members registered for the course with a completion rate of 73.4%.

It is considered noteworthy that 137 registrations across the four courses were by secondary teachers and 62 registrations from primary teachers.

It can be noted that the number of staff members engaging with the Cornerstones

Program is making a significant contribution to intentional capacity building of our staff members in understanding what it means to teach in a Catholic school.

In 2023 CENT recorded a 15.2% percent increase in registrations in the Cornerstones compared to registrations recorded for 2022.

Student Incentive Program

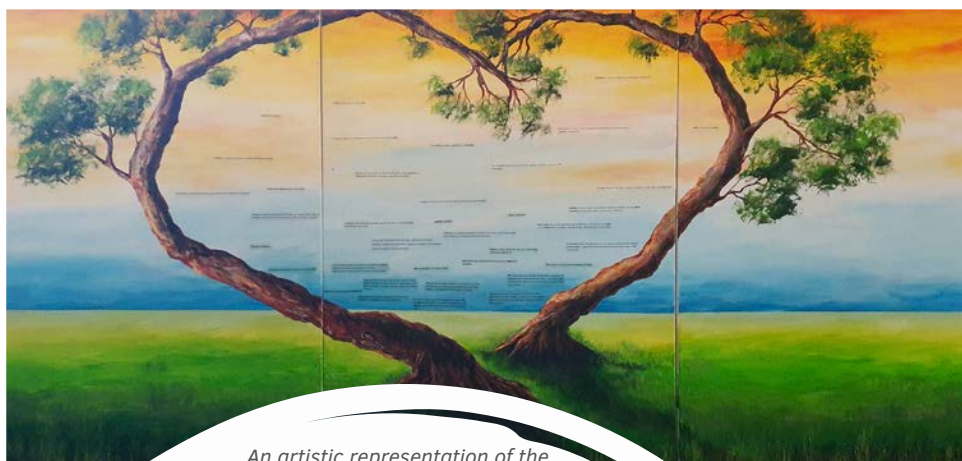
In 2023, 43 SiNP applications were received from staff members to undertake studies in: Graduate Certificate in Religious Education (4 participated in Grad Certificate studies) Masters of Theology, Leadership and / or Religious Education (14 participated in Masters Studies)

STUDENT FAITH FORMATION - ELEMENTS OF FAITH FORMATION

Assistant Principal / Religious Education Leaders participate in a process to recognise and identify the elements of student faith formation present in the formation experiences provided to students in our schools.

It was evident that intentional planning for faith formation experiences required schools to explicitly communicate the purpose of such experiences to students and families. It was also identified that a common language about formation experiences would assist leaders and schools.

The NCEC A Framework for Student Faith Formation in Catholic Schools provided valuable resources in developing a common understanding of the elements of faith formation.



An artistic representation of the reflections shared during the bi-annual Catholic Identity & Mission Formation Day done by Deb Walter - Our resident artist and staff member from O'Loughlin Catholic College



Catholic Identity

Enlivening Faith Formation and Religious Education

Nurturing authentic expression of Catholic Mission and identity.

TELL THEM FROM ME

Survey results in relation to Catholic Identity and Mission from across 17 schools within the Diocese identified that the explicit purpose of faith formation is experienced within our Catholic schools.

Secondary and primary school students provided valuable feedback in responding whether they agree and strongly agree to the statements pertaining to their experiences and participation in formation, mission and justice, Catholic culture, faith life and Curriculum.

It is evident that secondary students are reflective and critical in their appraisal of the faith formation experiences in their school communities. Primary school students are readily able to identify their experiences in faith formation.

Parent perception data was provided for the topics of Faith Life, Catholic Culture, Formation, Mission and Justice and Religious Education.

The data will assist CENT to inform the explicit identification and communication of Catholic Identity and Mission experiences in our school communities.

DIOCESAN LEADERS CONFERENCE:

Principals, Deputy Principals, Assistant Principals Religious Education and CENT Executive and Managers participated in the 2023 Annual Diocesan Leaders Conference in July 2023.

The Conference was titled Stronger Together and was facilitated by Lana Turvey-Collins, who met with leadership teams in parishes, schools and agencies prior to facilitating the dialogue among representative participants from Catholic Care NT, Clergy, Parish Pastoral Assistants, St Vincent De Paul and Catholic Educators. The outcome of the Conference was to launch the Pastoral Plan for the Diocese of Darwin - Horizons.

JOURNEY IN FAITH CURRICULUM

Throughout 2023 the Assistant Principal / Religious Education Network collaborated on building the capacity of leaders in the Journey in Faith Curriculum with an emphasis on developing rich assessment tasks for students in the strand Moral Life.

Leaders shared their teaching practice and exemplars of student work to illustrate the incorporation of Age Appropriate Pedagogy in the teaching of Religious Education.

CENT Guidelines for Assessment and Reporting were provided to leaders in preparation for 2023 to enable the collection of consistent data in grades awarded for the Religious Education Journey in Faith Curriculum.

SENIOR SECONDARY RELIGIOUS EDUCATION

Senior secondary students in Catholic Education Northern Territory continued to develop skills through their engagement with the South

Australian Certificate of Education SACE courses at Stage 1 and Stage 2 namely: Integrated Learning Religious Education, Society and Culture RE and the Spiritualities, Religion and Meaning course.

The grades recorded at stage 2 across the courses offered in our schools indicated that overall, B grades were the most awarded grades for Religious Education. A grades made up 20% of total grades. Spiritualities, Religion and Meaning had the highest percentage of A+ to B grades.

OUTCOMES ACHIEVED FOR EACH OF THESE STRATEGIC DIRECTIONS WERE:

Increased staff knowledge and confidence in Catholic faith and practices.

Increased engagement of staff and students in achieving excellence in Religious Education.

Evidence of engagement and co-responsibility in Catholic identity and Mission.



St Francis of Assisi, Humpty Doo



O'Loughlin Catholic College, Karama

Presentation of our Spirituality Statement Opening Mass 2023



Report against The Strategic Plan Teaching & Learning

Excellent Student Learning and Engagement

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



Each of the four (4) priorities within the strategic plan was engaged and focused on by the Teaching and Learning Team:

- Excellent Student Learning and Engagement
- Intentional Capacity Building
- Enlivening Faith Formation and Religious Education
- Quality Governance and Sustainability

They prioritised supporting schools in transitioning to teaching and assessment to Version 9 of the Australian Curriculum (A.C) through professional development and working with schools in 2023.

This work involved supporting the update of curriculum assessment and reporting documentation such as yearly overviews, scope and sequences and unit planners. The team also participated in networking opportunities with ACARA, Department of Education, non government schools and NCEC.

Another priority was building the profile for teaching Aboriginal and Torres Strait Islander history, culture and perspectives, culturally appropriate pedagogy through reviewing and aligning Indigenous Language and Culture Curriculum (ILC) and Learning on Country (LOC) with A.C Version 9.

Significant work was achieved for CENT in 2023 in developing our system capacity for system data collection, visualisations and reporting, as necessary to effectively inform strategic directions. This supported building consistency in whole school approaches to data informed practice with the introduction of a new Education Officer role; Educational Data Analyst and the Data Literacy Project with Dr Selena Fisk.

The second stage of the project focused on building leadership capacity to use data to build clear, achievable and measurable strategic goals. Professional learning was provided to schools to upskill teachers and school leadership using digital tools to collect, record and visualise data.

To support a system understanding of what is best practice, professional development was provided by the Teaching and Learning Team in the teaching of Mathematics, Literacy, explicit teaching and assessment of EAL/D, Early years' Age Appropriate Pedagogy (AAP) and differentiation.

CENT primary schools had the opportunity to engage in professional development on oral language strategies and have implemented the explicit teaching of phonics.

The first CENT cross school Maths Enrichment Day modelled extending high performing students through engaging with complex maths problems.

The Teaching and Learning Team focused on building capacity through our Curriculum Coordinators' network meetings.

Opportunities were provided to model the Collaborative Team process and quality assessment cycle, alongside sharing advances in curriculum and assessment documentation, teaching and learning sites, and data processes to create valid and reliable data sets.

Our Graduate Teacher network received targeted professional learning regarding establishing classroom routines, providing positive parent and teacher conversations, creating a culturally safe space and practical strategies for teaching, formative assessment and supporting students who have English as an Additional Language or Dialect (EAL/D).



St John's Catholic College, Darwin City



St Francis of Assisi, Humpty Doo

Maths Enrichment Day





Teaching & Learning

Intentional Capacity Building

Empowering and enabling staff through quality professional learning and formation.

In 2023, professional development aligning to our system priorities was facilitated through external providers for the Collaborative Teams process, Data Literacy, Instructional Coaching and learning mathematics in first (Indigenous) language.

The Teaching and Learning Team provided professional learning for school leadership and teachers in the difference between Language Background Other Than English (LBOTE) and EAL/D and understanding how to support EAL/D learners. Curriculum leaders were provided opportunities to develop their data literacy through professional learning opportunities on data visualisation using digital technologies to support data analysis and storytelling, along with data analysis and tracking using the collaborative teams process in networks and through in school professional development.

A key priority for 2023 was providing more professional learning for local staff in Aboriginal Catholic Community Schools (ACCS).

Significant achievements for this goal were the Age Appropriate Pedagogy Project for early Years at OLSH Wadeye and working with the Language and Culture teachers to strengthen the Indigenous Language and Culture program and assessment for MCPS Tiwi.

Members of the Teaching and Learning Team and ACCS attended the Department of Education Bilingual Education network and workshops with key educators from remote schools to build capacity in strengthening bilingual education.



Enlivening Faith Formation and Religious Education

Nurturing authentic expression of Catholic Mission and identity.

The Teaching and Learning Team have worked with the Catholic Identity and Mission Team to align work with schools and networks in promoting and supporting best practice in teaching strategies and assessment to the Journeys in Faith (JIF) curriculum and SACE Religion units. The teams have completed work in connecting big questions in the JIF curriculum to other content areas such as Maths.

The teams have also supported each other in the planning and implementation of culturally appropriate religious education at secondary level and aligning the teaching of Religion to the ILC curriculum scope and sequence in remote Catholic schools.



St John's Catholic College, Darwin City



Quality Governance and Sustainability

Enabling good governance through co-responsible networks and partnerships.

To ensure the provision of evidence based, best practice in professional learning and school support in teaching and learning, the Teaching and Learning Team has actively engaged in national and territory cross-sectoral collaboration and networks such as MTANT, the Department of Education's Essential English and Maths' Essentials networks, ACARA reference groups for mathematics, English and Aboriginal and Torres Strait Islander Languages Framework, NCEC, AAMT and PTANT.



St Francis of Assisi, Humpty Doo



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

Report against The Strategic Plan

Inclusion Support Services



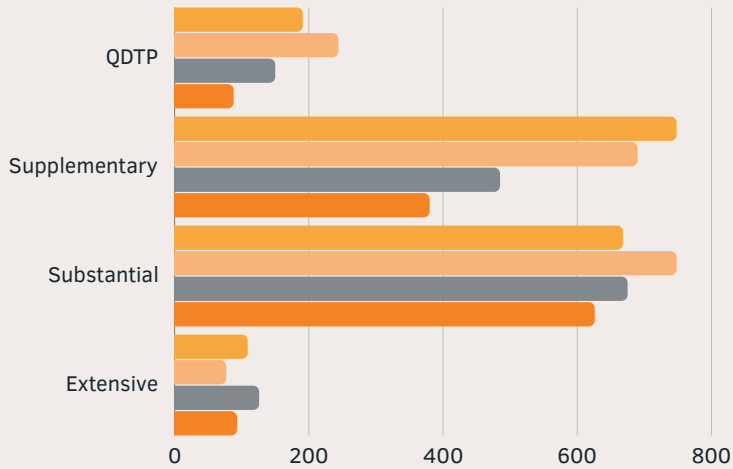
Excellent Student Learning and Engagement

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

CENT Students with Disability Data

CENT NCCD Levels of Adjustment reported for 2016-2023

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



Inclusion Support Services (ISS)

continued to identify and support students with inclusion needs across all Catholic schools in the Northern Territory.

The ISS Team consisted of CEO based:

- Inclusion Advisors,
- Speech Pathologist,
- Occupational Therapist,
- School Psychologists (2),
- Senior Advisor,
- Senior Psychologist and Team Leader,
- School-based Inclusion Support Coordinators,
- Inclusion Support Practitioners and
- Inclusion Support Assistants.

Inclusion Support's effectiveness was reflected in maintaining a cohort of identified students with inclusion needs, funding and subsequent human and physical resources in all schools to meet the students' needs.

An ongoing focus in 2023 was to embed a collaborative approach across all T&L team members, but more specifically the Inclusion team.

The planning and commencement of INSPIRE V3 Software being redesigned with more user friendly and modernised interfaces as well as moving to a cloud based platform has been actioned, progressing the building of the new platform and transference of 10 years of data, algorithms

and interfaces in 2023, with a projected completion date in May, 2024.

A successful addition to INSPIRE functions was the electronic tracking capacity built into the new google based Education Adjustment Plans.

This function will allow teachers to show a consistent approach in measuring student progress during parent conversations. This is a major step forward in the reporting and feedback of student data and the efficacy of EAPs.

The ISS team populated the new CENT Intranet Inclusion Support web pages, which replaced the previously used Frog platform. The new site is now fully operational, providing schools and teachers access to current specialised information in areas of psychology, occupational therapy, speech pathology and remediation.

Schools' Sound Field Systems continue to be audited and serviced by the Speech Pathologists at the CEO, and where needed, replaced by schools due to normal wear and tear of auxiliary items such as cables, batteries, microphones etc.

The Inclusion Support Coordinators in schools are now encouraged to upskill themselves through Pearsons to become

category B Psychometric Assessors, supporting the advisor and clinicians with psychometric assessments and potential diagnosis.

The ISS team has attended several conferences and professional development throughout the year, as well as ongoing peer and line management supervision to maintain and enhance professional skill sets.

The ISS continued to service schools in Alice Spring and Ltyentye Apurte in 2023 and 2024 through the provision of an Education Officer, Inclusion Support Advisor position being based there. This allowed for a far more responsive service to the Central Australian schools while saving time, travel and accommodation expenditure.

Due to a reduction in funding and a change to the budgeting formula, which aligned to the number of students placed on the NCCD for schools, the ISS commenced a more conservative approach to funding throughout 2023-24 to ensure financial viability. This may however, potentially impact the ISCs and ISPs going forward, as diminished FTE positions have an effect on service delivery.

Clinicians continue to use a triage model and a three tiered approach to prioritise their workload. The impact of a smaller budget was also reflected in a smaller clinician team, with only one Speech Pathologist and a 0.4FTE Occupational Therapist. Clinicians prioritise workloads by diagnosing students once, with the focus on attracting funding through NCCD and providing adjustments for students. Follow up requests for additional assessments by parents and schools are now referred to private practitioners as their personal choice.

The professional development of schools' Inclusion Support Assistants by the CEO psychologists on Neurodiversity; the understanding and response to neurodiverse students, was a major focus during 2023. In addition, clinicians delivered Professional Learning to schools in the following areas: Trauma informed practice, Specific Learning Disorder, Sound Field Systems, Hearing, Sensory Processing and Self-Regulation, and Neurodiversity.

CEO psychologists also produced a Trauma Informed Practice webinar, utilised by schools in 2023.

Positive Partnerships (National program to support families and schools with Autistic students) continued to roll out professional development in schools, either face to face or online. Several Darwin and Alice Springs based teachers and the ISS Advisors also attended a two day teacher/Advisor training session. One ISS team member attended their facilitator training and joined the N.T. facilitation team.

Finally, members of the Inclusion Team continued to be trained as Train-the-Trainer and participated in the upskilling of teachers in schools in the Keeping Safe-Child Protection Curriculum, mandated in all our NT Catholic Schools.



Excellent Student Learning and Engagement

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

For 2023, 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.

As a result of these differences, it was not appropriate to compare the achievement distribution of students using the band construct used pre 2023 with the evidence-based approach used to determine the proficiency levels for 2023.

NAPLAN scales and proficiency standards

The proficiency standards were reported on reset NAPLAN measurement scales that made better use of the online adaptive tests. A new NAPLAN time series began from 2023. Results from 2023 could not be directly compared to results from 2008 to 2022.

Scales

NAPLAN results were reported using measurement scales for each of the assessment areas of: numeracy, reading, writing, spelling, and grammar and punctuation (these last 2 together called conventions of language). There are 5 scales in all.

Proficiency standards

The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.



St Francis of Assisi, Humpty Doo

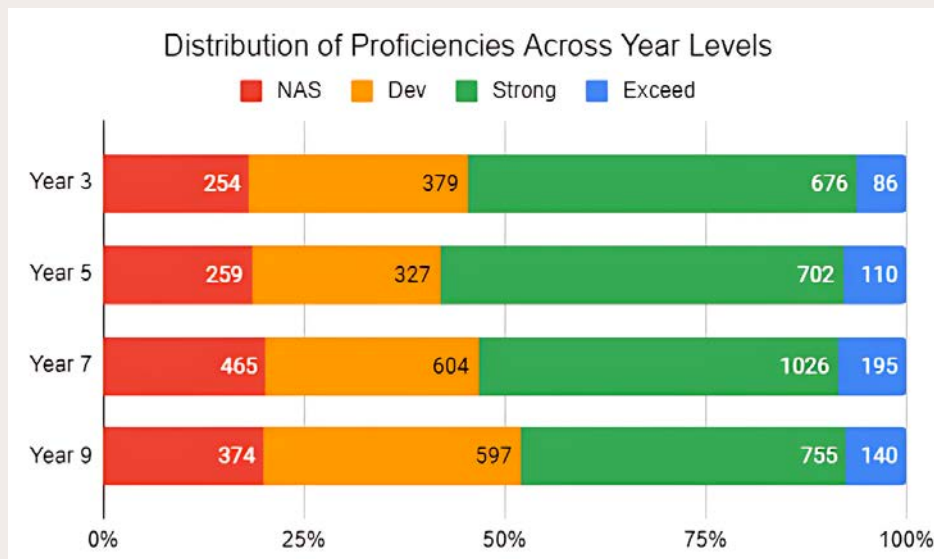
Report against The Strategic Plan

NAPLAN 2023

CENT Student Achievements 2023

Overall CENT Proficiencies in the Five Test Domains

- **Year 7** students had the highest percentage of Exceeding scores at 8.5% with Year 3 having the lowest at 6.2%.
- **Year 5** had the highest percentage of Strong scores at 50.5% with Year 9 having the lowest at 40.5%
- **Year 9** had the highest percentage of Developing scores at 32% with Year 5 having the lowest at 23.4%
- **Year 7** had the highest Needs Additional Support scores at 20.3% with Year 3 having the lowest at 18.5%

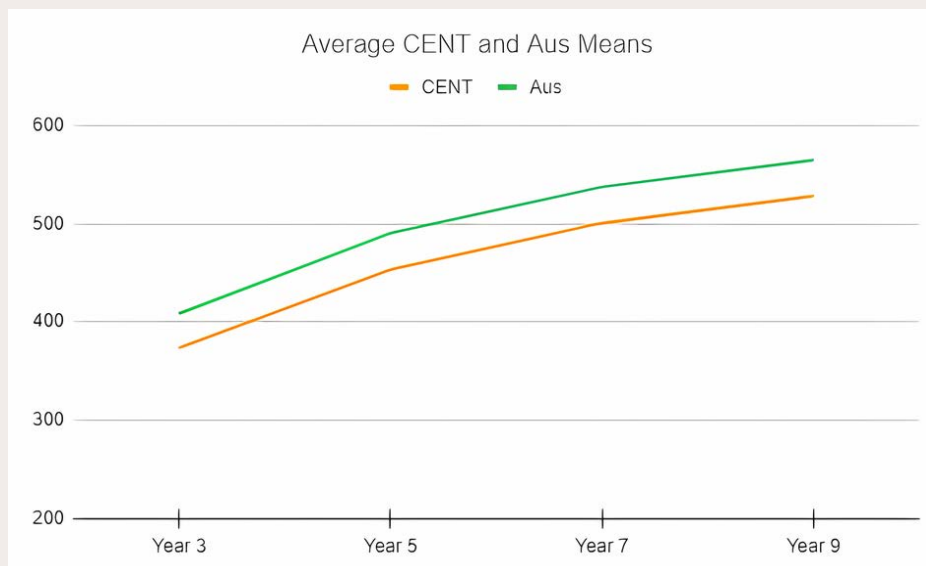


Mean scores were aggregated across the test domains to create an average mean for each test level.

These were compared against Australian aggregated means to show the difference between the two scores across the 4 test levels, as shown in the Average CENT and Aus Mean chart.

The percentage difference between the CENT and Australian means were calculated for each test domain within each test level to show the variation of each test domain at Year 3, 5, 7 and 9.

This is shown in the Percentage of CENT and Australian Mean Difference chart.



NAPLAN 2023

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.

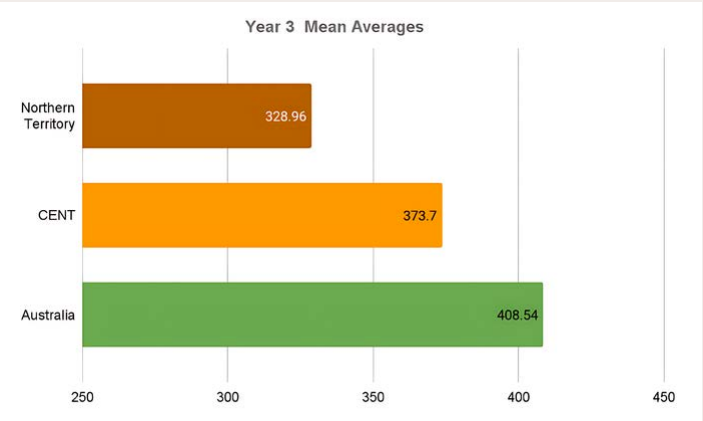


St John's Catholic College
Darwin

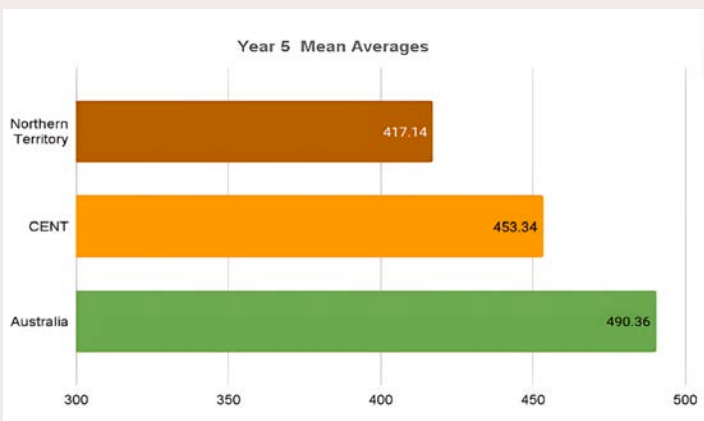


O'Loughlin Catholic College
Karama

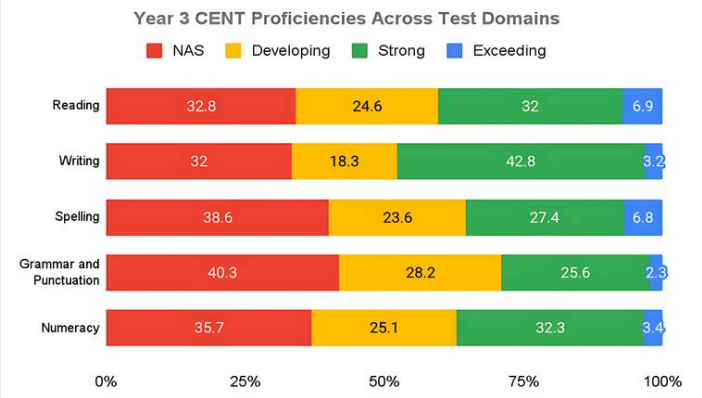
Year 3 Summary



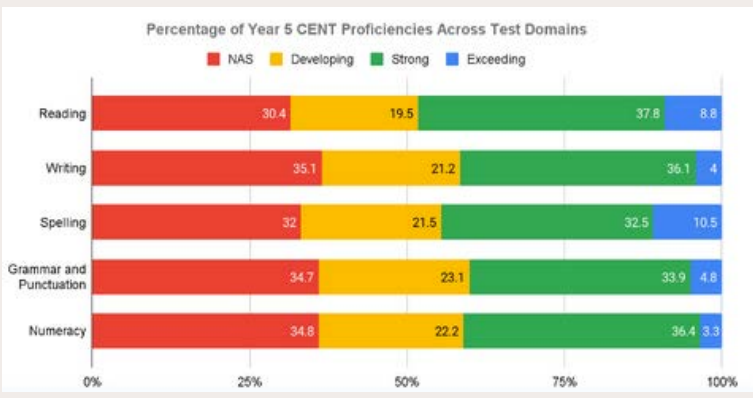
Year 5 Summary



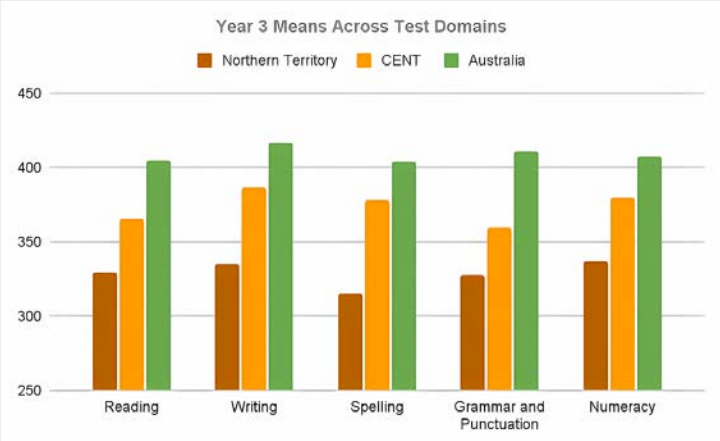
Year 3 Summary



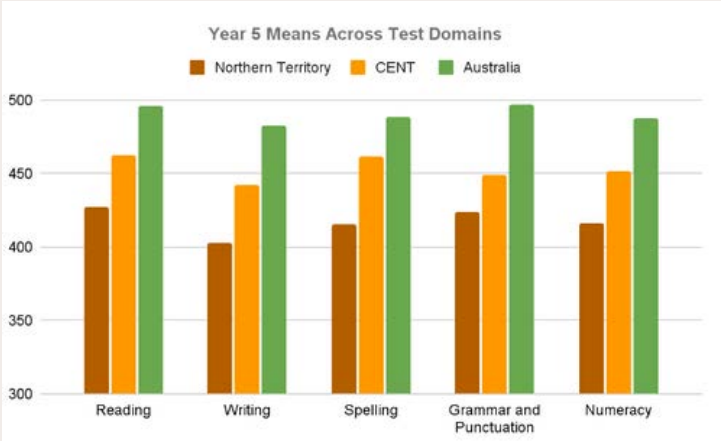
Year 5 Summary



Year 3 Summary

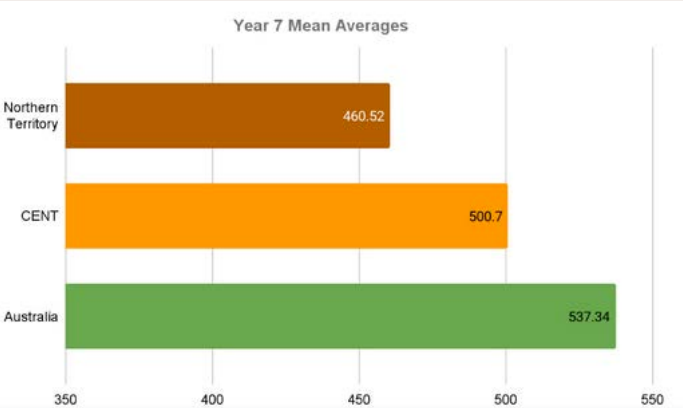


Year 5 Summary

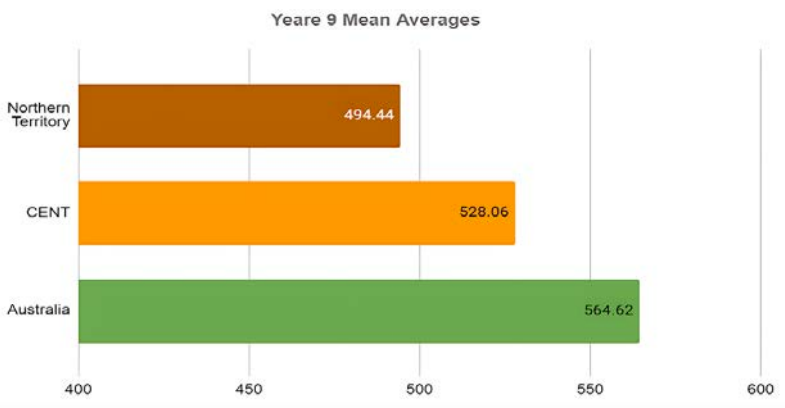




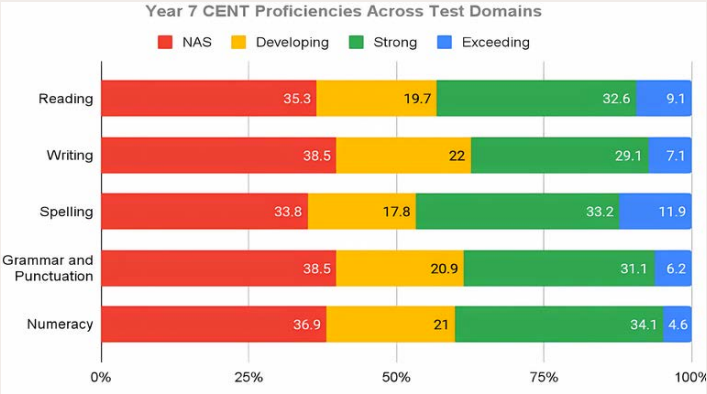
Year 7 Summary



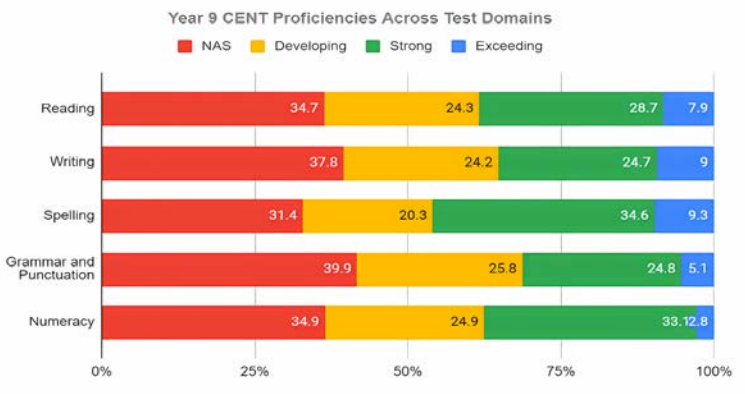
Year 9 Summary



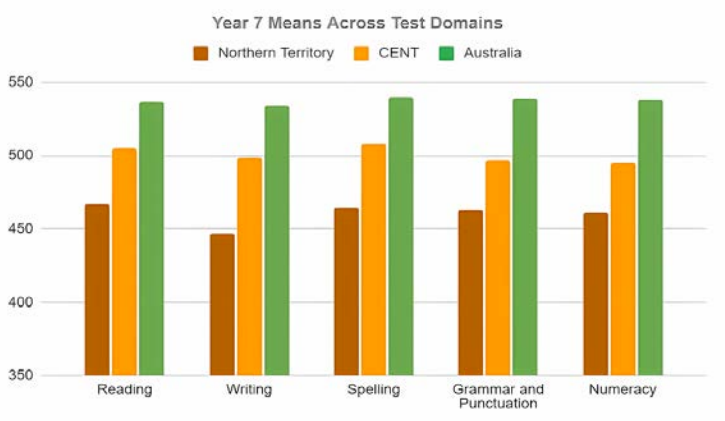
Year 7 Summary



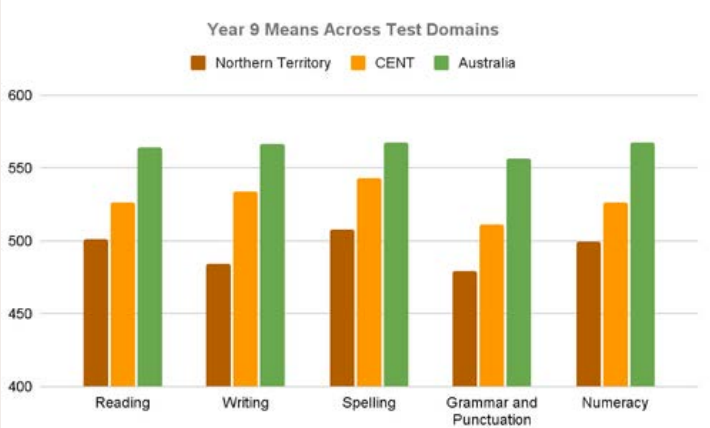
Year 9 Summary



Year 7 Summary



Year 9 Summary



Report against The Strategic Plan School Services



Quality Governance and Sustainability

Enabling good governance through co-responsible networks and partnerships.

The **School Services Team** made significant progress within the following areas:

- Work, Health and Safety,
- Information Technology,
- Human Resources,
- Media, Marketing and Communications, and
- Finance and Infrastructure.

Considerable gains were attained within the Quality Governance and Sustainability priority of our CENT strategic plan - Towards 2026.

The use of 1Place within CENT as our Electronic Safety Management System will expand into 2024 and include:

- Excursion planning,
- Workplace Inspections and
- Risk Assessing Tool.

It was identified through our WHS review utilising our SALT LMS and TechOne systems, a need to broaden our compliance reporting through tailored training packages to our workers. This will ensure accurate reporting to meet our compliance requirements in 2024.

Work Health & Safety

The Work Health and Safety Team went through a restructure in 2023 to align itself with the Mission and Values of CENT and the Strategic Plan - Towards 2026.

This saw the appointment of a Work Health & Safety (WHS) Officer to oversee the work carried out by the Site WHS Coord's in delivering a safe working environment for our teams.

Through ongoing policy and procedure reviews it was identified that we could streamline our approach in this area which resulted in a reduction of documentation that the schools need to access. This review process will continue to progress in 2024.

As part of this strategy in H2 we commenced a move to a paperless reporting system through developing a digital reporting platform which grew into 1Place. This would become our Safety Management Reporting System moving into 2024.

An increase in incidents reports on the previous year was noted however the severity of the reports had lessened overall. Based on the reporting for last year there were 87 incidents across the 18 CENT Schools.

The main causes for these incidents were:

- Slips, Trips and Falls accounted for 24%,
- Assault by Students 22%
- Muscular overexertion 15%

The main injuries from the total incidents for 2023 were:

- Sprain and Strains 30%,
- Bruising 23%,
- Psychosocial 18%.

With the WHS Officer being a more engaging presence in the schools, this gave them the ability to reinforce the strategy to the school teams and increase safety awareness and obligations.

This also resulted in a more consultative approach and better communication.



St Francis of Assisi, Humpty Doo





School Services

Quality Governance and Sustainability

Enabling good governance through co-responsible networks and partnerships.

Information Technology

Google Workspace

CENT successfully implemented Google Workspace Education Plus, a comprehensive collaboration and productivity platform in 2023. This strategy replaced individual schools and the central office using separate, Google Workspace instances. The consolidation to a single Google Workspace Education Plus platform resulted in enhanced features, improved security, and a more collaborative and productive environment for both schools and the central office.

Inspire Software - Major Release

The Inspire Software platform was majorly redesigned to meet CENT's evolving business and technology needs. CEO in partnership with SRA completely re-developed Inspire with modern user interface, enhanced features, security and data accessibility. Inspire Version 3 will go live in time to support the 2024 DESE August Census.

CeD3 - Data Analysis and Reporting

CEO employed a Data and Reporting Analyst in IT, and an Educational Data Analyst in Teaching and Learning. This resulted in excellent outcomes organising and securing data to analyse, and the development of new CENT dashboards for ACER PAT, NAPLAN and NTCET.

Data Informed Practice is a key strategic driver for CENT and will continue to be a focus in 2024.

Human Resources

Led by the HR team at the Catholic Education Office, the new TechnologyOne HR Onboarding Platform design commenced in early 2023 with the planned launch thereof set for end of March 2024. The platform would enable streamlining the end-to-end Recruitment processes for Schools and the Catholic Education Office. Its implementation will eliminate double handling of data and be a paperless process.

The platform will enable the entire recruitment process to be completed with a single user-friendly interface with no need to move in and out of different systems. The online forms and analytics capabilities will enable a standardised recruitment process throughout Catholic Education Northern Territory (CENT).

This platform will allow events to be created with calendar invitations distributed to applicants and or involved people as a part of the recruitment process. Bulk updates will be performed against applicants as a part of the filtering process. Successful candidates will be hired as new employees and attached to a position at an effective date retaining all the details associated with the recruit that were gathered during the recruitment process i.e. personal details, skills, qualifications and attachments such as their resume. Document templates such as letters of offer will also be included in the solution and will be generated and stored against applicant records.

HR is at the forefront of the design, setup and configuration process. Training for Super Users together with user Acceptance Testing will commence in 2024 after the successful implementation of the HR Onboarding System.

Marketing, Media, Communications & Events

CENT's media, marketing and communications team maintained a significant presence in both the online and offline marketing space in 2023. CENT's marketing plan ensured that people regularly encountered our marketing messages of "Faith in their Future" and "A Place Where Everyone is Welcome" during their everyday lives.

CENT incorporated advertising across various offline platforms; Radio, TV, Newspapers and Magazines. Radio advertising was spread across three stations namely Hot 100 / Mix FM, Territory FM and 97 Seven FM with TV advertising mainly on Channel 7.

A popular yearly Hot 100 radio campaign sponsored by CENT called "Apple for the Teacher" elects the Top End's Favorite primary school teacher. This campaign was well supported by the community and created excellent brand awareness for CENT.

The Northern Territory News – News Corp Australia was the predominant newspaper used for advertising purposes. This is a morning tabloid newspaper based in Darwin and it is published every week from Monday to Saturday.

Adverts for CENT were also placed in several magazines with Let's Go Kids, The Top Ender and The Unity Magazine receiving the most often placed ads.

Several conferences, Expos and Shows were formally attended by CENT. The Royal Darwin Show and Freds Pass Rural Show, two popular and well attended events by the locals and others from all walks of life, created exciting opportunities for us to showcase our network of 18 schools. The Little People, Big Dreams conference was also attended by CENT in 2023 including the Defence Welcome Expo.

The online social media marketing platforms for CENT included Facebook, Instagram and LinkedIn. All platforms were maintained with regular, good content posts promoting more followers. Online Digital marketing remains a very important part of our marketing plan at CENT as it reaches a broad geographic audience, is cost effective with quantifiable results through analytics.

CENT's external online website Catholic Education Northern Territory: <https://www.ceont.catholic.edu.au/> remained the face of CENT with the latest release updates and improvements continuously being implemented.

Copyright Licenses and contracts were updated and implemented for CENT. This included Copyrights, Screenrights, Public Performance Licensing & Music Licensing.



Royal Darwin Show



Freds Pass Rural Show

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 Commonwealth and NT Government determines the funding of Non-Government schools. Catholic Education receives 80% of their funding from Commonwealth Government, and 15.09%* of their funding from 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%).

In 2023 the capacity to contribute funding adjustment for Catholic Education totaled over \$14 million. Commonwealth government contributed 111 million and NT Government contributed \$21million, to provide a total of \$132 million in recurrent funding.

The recurrent grant funding includes various loadings for disability, location etc. Catholic Education charged a total of \$14.2 million in school and tuition fees across the 12 urban schools and provided 6% in discounts to ensure all children that seek Catholic Education have access to such. All our remote Schools in Indigenous communities do not collect fees. Remuneration expenses are with 64% the largest expense followed by Repairs and Maintenance with 5% of the overall expenses.

The overall surplus for 2023 totaled \$1.1 million. It is critical for Catholic Education to generate a certain surplus every year to assist our financing and investing cash flow needs. The annual surplus for example allows us to service the loans for Catholic Educations most recently built schools Mackillop and Mother Teresa in Palmerston totaling \$36 million, and build cash reserves for our ageing asset base.

Catholic Educations schools' infrastructure assets totaling a value of \$179million (recorded at cost). Most of them were built in the 1970 to 1980 and will require substantial upgrades in future.

Capital infrastructure improvements have to be mainly financed through Catholic School reserves generated from family income as recurrent federal and NT school funding is restricted for such use. In 2023 the total spent on capital infrastructure improvements across the system totaled \$5.6 million. For further information about our schools 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 a NT Government funding contribution of 15.09%, however this might vary for individual schools.



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 various capital infrastructure with some seeing their completion into 2024. In 2023, the total amount of capital infrastructure spent was over \$5.6 million and over \$3.6 million in repairs and maintenance.

Below is an overview of our capital infrastructure projects by school:

Murrupurtiyanuwu Catholic Primary School	• New facility shed • Multi-purpose hall flooding repairs • upgrade of 2 teacher houses
Ltyentye Apurte Catholic School	• Refurbishment of 4 teacher houses • Canteen upgrade • Oval toilet block upgrade • Security fencing for staff housing
Xavier Catholic College	• Art room refurbishment • New covers for school walkways • Toilet block refurbishment • Construction design phase of 4x 2-bedroom units
St Francis Xavier CATHolic School	• Refurbishment of teach house
Our Lady of the Sacred Heart Thamarrurr Catholic College	• Security fencing around staff housing and convent • Construction design phase of 4x 2-bedroom units • Construction design of a new training kitchen • Preschool refurbishment • Replacement of roofing for 3 teacher houses
Holy Spirit Catholic Primary School	• Renovation of old dental space to a new Inclusion support spaceLift installation
O'Loughlin Catholic COLlege	• Car park upgrade
St Paul's Catholic Primary School	• Toilet block upgrade • Toilet block refurbishment • Canteen upgrade • Fire alarm system upgrade • Lift installation including ramp
St Mary's Catholic Primary School	• Lift installationCar park upgrade
MacKillop Catholic College	• New boundary fence
Our Lady of the Sacred Heart Catholic College	• 2x Lift installation
Catholic Education Office	• Refurbishment of schools service area
Mother Teresa Catholic Primary School	• Extension of the lower primary and ELC area



Mother Teresa Primary School
Extension of the lower primary and ELC area

Block Grant Authority Ledger 2023

During 2023 6 (six) BGA Grants were awarded to CENT schools to commence work. All work was supported by the CEO infrastructure team ensuring procurement and compliance requirements were met.

Holy Spirit Catholic Primary	Repurpose old dental room into inclusion support workplace	\$ 98,610
St Joseph's Catholic College	Refurbishment of two office spaces and a staffroom into speciality classrooms	\$ 214,500
St Mary's Catholic Primary School	Passenger lift installation	\$ 150,150
St Paul's Catholic Primary School	Passenger lift and disabled access ramps	\$ 211,250
Ltyentye Apurte CEC	Refurbishment of dilapidated teacher accommodation	\$ 328,250
OLSH - Traeger Avenue Campus	Refurbishment of playgrounds and Year 6 classrooms	\$ 20,424
		TOTAL \$ 1,023,184



Report against The Strategic Plan Pastoral Care and Wellbeing

Excellent Student Learning and Engagement

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

Pastoral Care and Wellbeing focused on two priorities within our strategic goals for 2023 :

- **Excellent Student Learning and Engagement**
- **Quality Governance and Sustainability**

Tell Them From Me

Tell Them From Me surveys have been completed in the Catholic Education Office and in 16 CENT schools. This is the first time CENT has had the opportunity to collate and unpack system wide data covering areas of Catholic Identity, Wellbeing, Teaching and Learning, Leadership and Resourcing.

The data collated at individual school and at system level, has affirmed great practices and highlighted areas for growth. The data, viewed along with other feedback and data, is supporting leaders to set informed, achievable and measurable goals for our school improvement agendas.

A highlight for the system shows that 92% of CENT staff report as thriving. Areas for growth include student's sense of belonging and Positive Learning Climates.

Quality Governance and Sustainability

Enabling good governance through co-responsible networks and partnerships.



Suspension and Expulsion Policy and Procedures and Mobile Phone Policy

The Northern Territory Education Act has been reviewed with amendments regarding suspension and expulsion processes impacting all non-government sectors.

Revised CENT processes ensure compliance with the Act, provide clarity for Principals and Families and ensure decisions are made in the best interests of the young person.

Since January 2023 all Department of Education Schools have banned mobile phones and similar devices in all schools. Effective from January 2024, the new CENT Mobile Phone Policy and Guidelines will ban mobile devices in Primary schools and restrict access to the devices during learning times in Secondary schools.

Local schools, in collaboration with their school community, will determine the extent of the restrictions within their own unique contexts. This decision has been made in recognition of the contextual needs of schools catering for remote communities, refugees, high trauma and additional needs.

Federal Wellbeing Boost Funding

Every school in Australia received a one off allocation of funding to support student wellbeing. Student feedback and relevant research influenced CENT's approach to allocating the funding on efforts to connect school communities. 66% of Primary and 48% of Secondary students report that they feel connected to their school communities.

A guiding question for planning was: How will our students describe this event/space/approach as supporting them to feel connected/safe at school?

Schools held community events, fun days, art shows, engaged music and basketball programs and purchased resources to create safe spaces for a wide range of students. Many of these events were so successful that schools committed to funding these within their own budgets.

Leadership Development

The Deputy Principal and PCWB networks have been participating in targeted leadership development professional learning to support their work in leading teachers, support staff and responding to parents. This has included reviewing the AITSL Leadership Standards, as well as their job descriptions, to inform their own professional development goals. This included focussing on managing challenging conversations, leading change and delivering high quality professional learning during staff meetings.

Executive Coaching

In line with the CENT Leadership Framework, 25% of Principals/CENT leadership engaged with one on one Executive Coaching. This approach will be expanded moving into 2024 where the system has allocated \$2000 per principal to support in this space.

eSafety Commission

Online safety resources such as the eSafety's Schools Hub were shared through the PCWB network.

Online safety will become a priority for the network in 2024 with each school to be encouraged to nominate an eSafety Champion.

Collaboration with BeYou

CENT has continued to work closely with the BeYou team based in Darwin. Representatives have attended all network meetings, delivered professional learning to schools and provided all schools with support materials. As a federally funded, research informed organisation, we value having an ongoing productive working relationship with the team.

Child Safety

The Child Safety and Integrity Officer collaborated with Leader PCWB and the Senior Clinician/School Psychologist to create visuals to support schools in ensuring mandatory reporting processes are followed and to provide resources to support child safety. Regular updates were provided to Networks and Standing Committee meetings.

Staff wellbeing

A major focus for the PCWB Network was supporting teacher and staff wellbeing. In collaboration with school psychologists and BeYou, resources were created to be shared in all schools, providing staff with links to a wide range of culturally appropriate support systems and tools.



Our Lady of the Sacred Heart Catholic College Alice Springs



St Joseph's Professional Learning Day



Statistical Snapshot

Schools profile 2023 in the Northern Territory

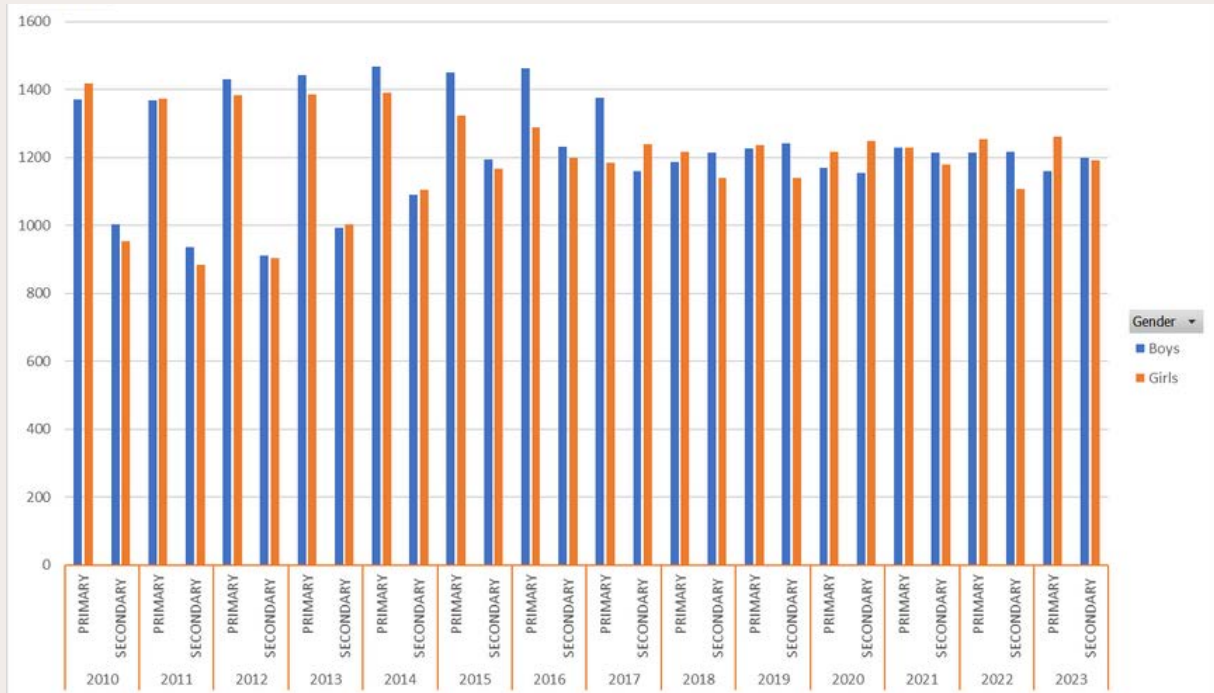
4,812

Active Student Enrolments 2023

Student Enrolments

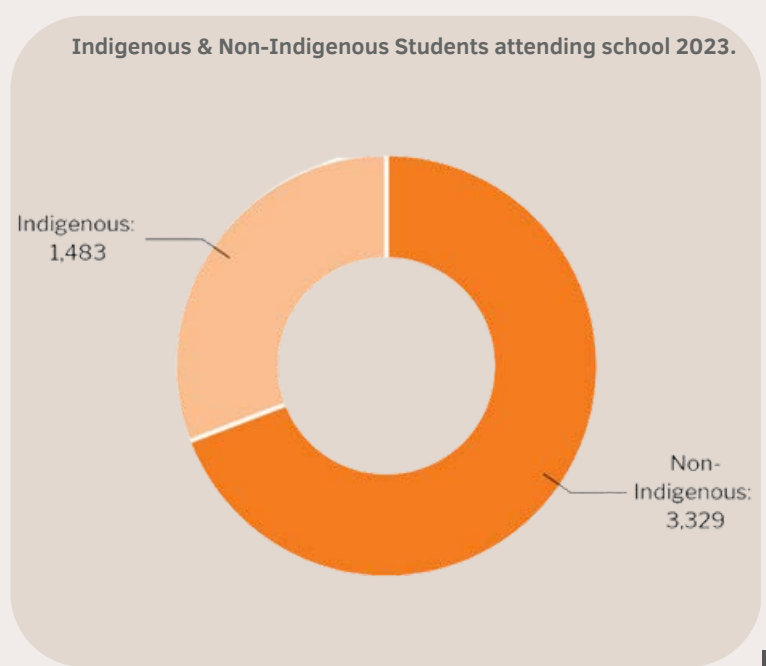
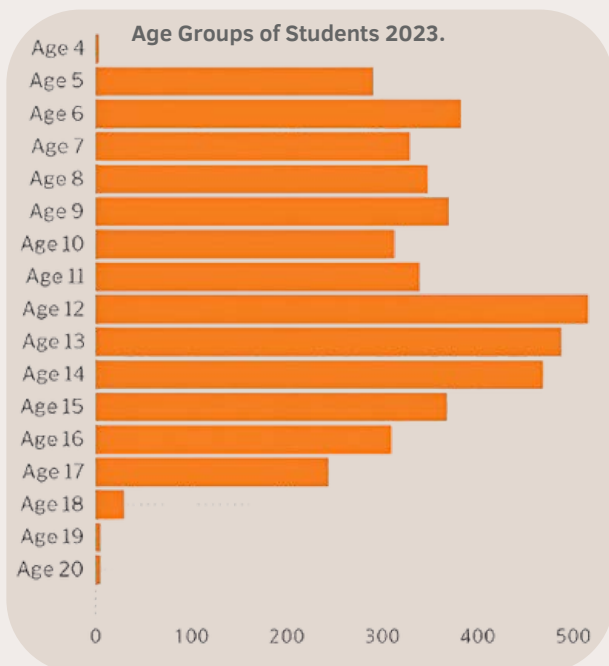
A total of 4,812 students attended Catholic Schools in the Northern Territory in 2023. This figure was slightly up from the previous year with 23 more students attending our schools than the year before. Over 13 years, student enrolments have increased, up by 1.4% since 2010.

Since 2010, 18.24% of the total growth in Catholic Schools in the Northern Territory is at secondary level, an increase of 436 students.



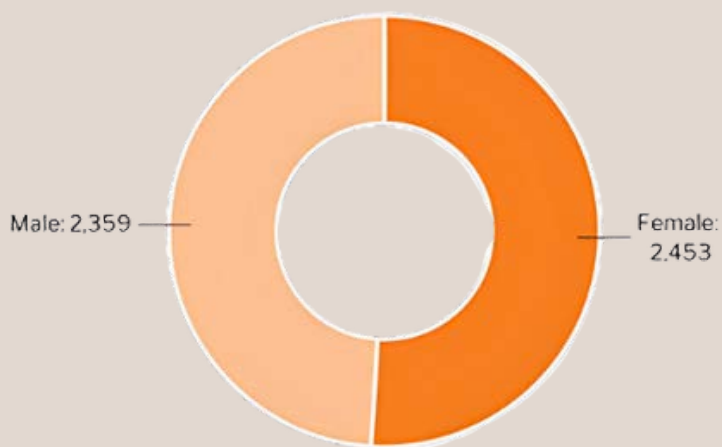
Our student data

- The highest number of students within our schools were aged 12 years, followed by 13 years, 14 years and then 6 years,
- Indigenous and non-indigenous students attending our schools were almost equally balanced with 45% being indigenous students and 55% non-indigenous students,

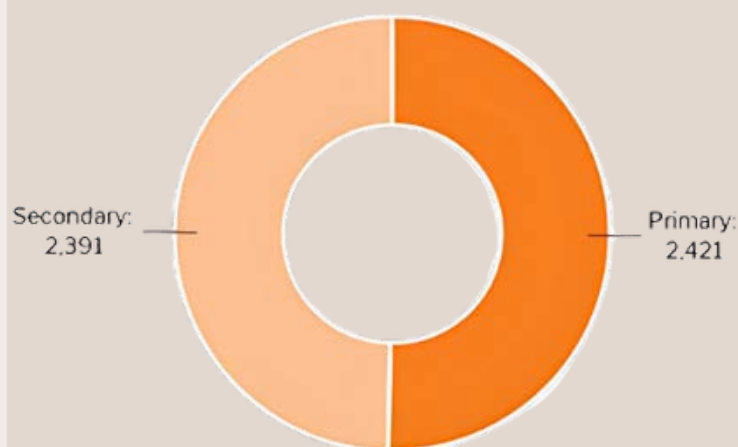


- Although the comparative numbers were almost evenly balanced, 94 more females attended school than males, representing the following data; 2 359 males (49%) and 2453 females (51%) .

Male & Female Students 2023.



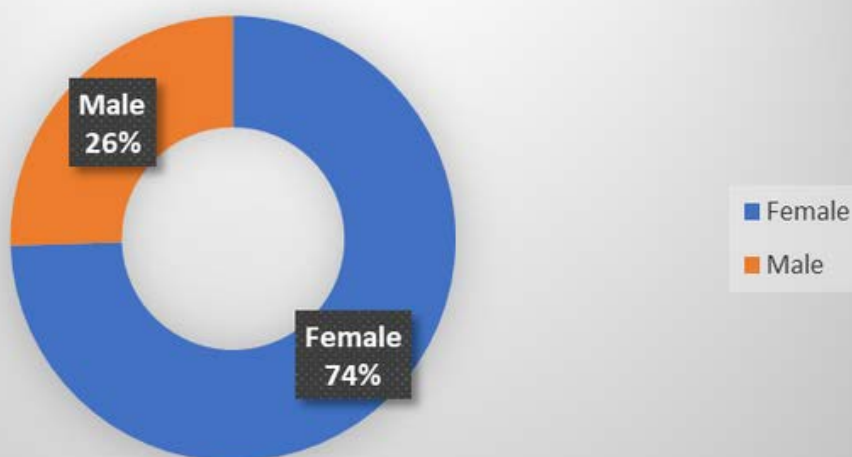
Primary & Secondary Students 2023.



The summary statistics data for 2023 and 2022 are from the Australian Government Department of Education's annual Non-Government School Census. Historical Trend Data is from CENT's statistics database. All figures reported in this section refer to full-time equivalent students.

Staff Profile 2023 CENT

Gender Split





**Ann Mary Sijoy
DUX**

Our Lady of the Sacred Heart
College Alice Springs



**Riley Lewis
DUX**

O'Loughlin Catholic College



**Holly Iszlaub
DUX**

St Joseph's Catholic
College Katherine



**Mirabelle Matyorautah
DUX**

St John's Catholic College



**Holly Gray
DUX**

MacKillop Catholic College

NORTHERN TERRITORY BOARD OF STUDIES - CERTIFICATES OF MERIT



**George Michael
Integrated Learning A**

O'Loughlin Catholic College



**Chloe Kalikajaros
Workplace Practices**

O'Loughlin Catholic College



**Grace Rooney
Psychology**

MacKillop Catholic College

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
BGA	Block Grant Authority
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
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
RAP	Reconciliation Action Plan
SInP	Study Incentive Program
SS	School Services
TAITE	The Institute of Theological Education
T&L	Teaching and Learning
WHS	Work Health and Safety



St John's Catholic College, Darwin City



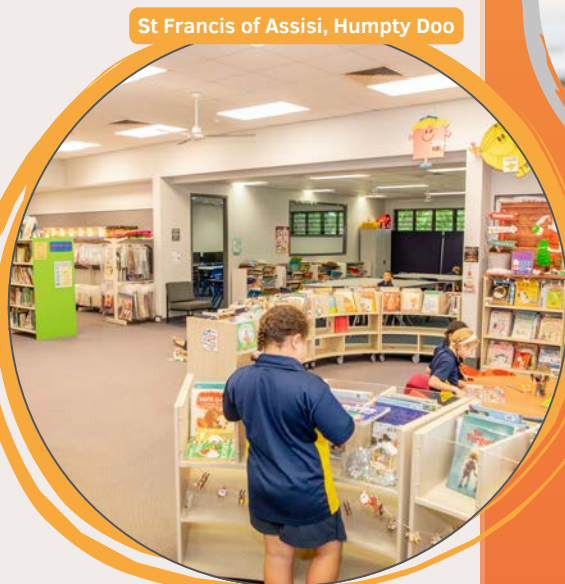
Murrupurtiyanuwu Catholic Primary School
Wurrumiyanga,
Bathurst Island



St Francis of Assisi, Humpty Doo



O'Loughlin Catholic College, Karama



St Francis of Assisi, Humpty Doo

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