

Choose Casuarina. Choose Success.



Annual Report

2021



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Foreword

College Principal, Glenn Dixon



The 2021 period saw a solid enrolment at the College, with approximately 909 students enrolled at the census date in Term 1.

Great results continued in 2021 with 223 Northern Territory Certificate of Education and Training (NTCET) completers, 97.81% completion rate, 100 students used VET towards their NTCET, one student in the top 20, 2 A+ Merits, 121 A- to A+ grade subject results and 11 students with an Australian Tertiary Admission Rank (ATAR) over 90.

Some significant student building

works, and resources were completed, with the Stage 1 upgrades for the Sciences and Science, Technology Engineering and Mathematics (STEM) centre looking very impressive. Additional funding was left to continue completing Stage 2 in F block, and these works will be underway in 2022.

Casuarina Senior College (CSC) held its first Open Evening in many years, showcasing the College with tours and a range of subject matter from all Faculty areas. This was attended well and allowed parents and prospective students to come and see the great facilities, staff and programs we have on offer at the College.

COVID-19 continued to impact a range of issues throughout the year. Different levels of lockouts, lockins and mask-wearing saw changes to programs and events as the year went on. Once again, a big thank you goes to the staff at CSC who continued to adapt and change as needed, ensuring that students could achieve the outcomes needed regardless of the challenges they faced.

We saw the introduction of Compass and a rollout to students and parents in Term

2. This has been a positive step forward in providing timely information to parents about subject learning outcomes and attendance. The staff continued to develop their skills throughout the year, and new modules were introduced to assist in streaming content and improve student learning.

We also saw an increase in Stage 2 online exams and, with a lot of research and trial and error, a program was purchased to allow staff to create and manage their online exams. This will give students the best experience leading to Stage 2 subjects with online exams as a part of their studies.

I am confident the continued success will continue into 2022, and we continue to strive to provide a welcoming, comfortable, and supportive learning environment.

Regards,

A handwritten signature in black ink, appearing to be 'GD' followed by a flourish.

Glenn Dixon
College Principal

College Board Message

College Board Chair, Cindy Kenny



As Chair and equally important as a fellow parent of teenagers, I wish to thank all families for choosing Casuarina for the final years of secondary education. We hope that this year your teens have had success in their goals.

The College Board consisted of eight parent representatives, two teacher representatives, the College Principal, an invited member, the local member of the Legislative Assembly, guests from the Council of Government Schools Organisation, Northern Territory (NT COGSO) and the College Operations Manager. On behalf of the Board, we thank you all for your dedication to supporting the College's visions and goals.

In 2021, significant building projects that were the dreams, ideas and concept plans of

many Board members were completed. I hope you have had the opportunity to tour the new Learning Resource Centre, STEM Centre, and the refurbishment and modernisation of the College weights room. Thanks to past and present Board members and College staff for never giving up and making these dreams a reality. The two spaces offer all students access to modern, innovative, and engaging environments to study and learn.

Through consultation with the College Student Leadership Team and College Management, our teens have provided the Board with ideas of what they would like to see at their College. The Board has actioned many of these projects and initiatives to further support their learning and well-being while attending the College. The most popular extra-curriculum project has been installing two table tennis tables.

The Board have approved and funded the Media and Marketing Officer position at the College. The aim is to ensure that our online content of College operations and presence on social media platforms reflects the innovative and engaging programs offered and celebrates the daily achievements of our College Community.

In the past 12 months, the Board have undertaken a major review of the College Constitution, Standing Orders and Code of

Conduct. These documents have been completed and will reassure the whole College community that elected Board members will have honest and respectful procedures to guide all aspects of our relationships and operations. This year, we have had the pleasure to attend and celebrate many successful events, exhibitions, performances, and awards held at the College and in the wider community, where our teens have shone confidently bright and were applauded for their achievements.

On behalf of the Board, I thank all College staff, teaching and non-teaching, for their dedication and commitment to providing a safe and healthy environment, especially with the complexity and challenges of COVID-19. It is your commitment that has ensured the delivery of purposeful, innovative, and responsive learning opportunities for our teens as they embark on their final years. Furthermore, the Board would like to acknowledge the additional time and commitment of staff to support the Board functions and operations.

With gratitude,
Cindy Kenny
College Board Chair

Vision

Casuarina Senior College develops capable, responsible individuals with the confidence and courage to make informed choices which enable future success.



Mission

Casuarina Senior College builds a culture and environment where young adults are confident to take responsibility for their learning. This environment is developed through mutual trust, respect and care between students, staff and the broader community.



Values

- Respect
- Trust
- Responsibility
- Honesty
- High Expectations



Key Priority Areas

- Relationships
- Teaching, Learning and Assessment
- Leadership Development
- Organisational Planning, Development and Procedures
- Reputation



Our Context

CSC is 1 of only 14 Independent Public Schools in the Northern Territory and provides a co-educational, specialist senior secondary experience for students in First, Second and Third Years. The College opened in 1973 and has a cosmopolitan population that is reflective of the wider Darwin community.

CSC enjoys a well-deserved reputation for academic success and flexible pathways that develop successful young adults. CSC has a cohort of 950 students and provides a range of educational pathways to engage senior students in First, Second and Third Years.

Students who attend the College have diverse aspirations, and the College caters for this broad range of students and their needs.

Students aspiring to university study have a wide range of academic choices. Specialist teachers deliver accelerated and high ability programs that challenge and extend students.

The College's Centre for Excellence (C4E) program encompasses two streams that cater to high ability students wishing to pursue Medicine and Health Sciences and STEM.

Students seeking employment, apprenticeships and further training are catered for through a broad range of courses offered through the Vocational Education Training (VET) delivered for secondary students.

The College has an excellent Performing Arts program which is held in high regard and focuses on student participation in local community events. Students participating in the Performing Arts, Creative Arts and

Music programs excel in their chosen field. The Annual Art Exhibition held at the College showcases student work in Visual Arts, Design, Creative Arts, Photography and Fashion Design. Annual Drama productions provide budding young performers with the opportunity to showcase their abilities and the CSC Spectacular, which showcases student talent in dance, drama, and music.

CSC provides a safe, supportive and challenging learning environment for all students, with a range of staff available to provide support services. A Wellbeing Team provides support, programs and services to meet the academic and wellbeing needs of students.

The College encourages personal development through student participation in a wide range of pastoral care activities and events. The College also offers transition activities with our feeder Middle schools and Primary schools.

Individual case management and tracking of student progress is a priority for the College. Staff carefully monitor student attendance and achievement to ensure students are on track to achieve their NTCET.

Our dedicated and talented teaching and support staff are justifiably proud of all that CSC has to offer.



98.95

Top ATAR

1

Jacinta Saynor 98.95

Student in NT Top 20

97.81%

Completion Rate

223 NTCET Completers

100 Students used VET
towards their NTCET

2 A+ Merits

121 A- to A+ grade subject
results

11 Students with an ATAR
over 90





Relationships and Reputation

Student Wellbeing

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Year Level Reports



Student Wellbeing

CSC prides itself on its care for students and aims to ensure that all students receive adequate support for their mental, emotional, and physical health. This endeavour includes providing a range of wellbeing support systems to actively involve students in programs to improve their mental health and wellbeing.

Student wellbeing is overseen by a Wellbeing Team that includes an Assistant Principal, Year Level Coordinators, Learning Support Coordinator, College Counsellor, Aboriginal Islander and Education Worker, Defence Transition Mentor, Home Liaison Officer, School-Based Police Officer, and other invited specialists.

College Counsellor

The College Counsellor is a pivotal member of the Wellbeing Team and works to positively impact students' mental and emotional health. The Counsellor provides one-on-one counselling, group counselling and information sessions for students, staff and whole College events to raise awareness of important issues in mental health. The Counsellor is available to support students with various needs from educational, relationships, family and mental health concerns and can provide appropriate referrals to community services and other agencies.

Defence Transition Mentor

The Defence Transition Mentor (DTM) is a valued member of the Wellbeing Team and is tasked with supporting Defence family students to successfully integrate into the College community. The DTM also plays an integral role in our ANZAC Day and Remembrance Day commemorations.

Home Liaison Officer

The College Home Liaison Officer (HLO) collaborates with the Wellbeing Team and liaises with guardians to track student attendance and ensure that all students attend the College. This initiative has assisted in providing our attendance data is accurate.

Aboriginal and Islander Education Worker

The Aboriginal and Islander Education Workers (AIEW) collaborate with the Wellbeing Team to provide academic and personal support to all Aboriginal students. This involves liaising between students, teachers, and home regarding any individual wellbeing and engagement issues.

R U OK? Culture

The R U OK? culture at the College is a whole-College approach to mental health and wellbeing. It states that everyone has a responsibility to look out for others.

Students and staff are educated about the importance of wellbeing, resilience and looking after yourself, along with the warning signs to look out for in others to suggest that something may be wrong and what we can all do to support each other.

2021 Action Report

The College continued to review and strengthen student conduct and wellbeing policies and practices. A new student behaviour referral process was developed and implemented.

Love Bites, a school-based Domestic and Family Violence and Sexual assault prevention program, continued to be rolled out and delivered.

Counselling services were provided to increasing young people on an individual and group basis. Several members of the team attended Head Space workshops to assist the wellbeing of students. This included a welfare tracking system that helped identify students with wellbeing issues. This assisted in offering students assistance from the Counsellor, referral to external agencies and possible special provisions for assessment with the NTCET.

HLO and AIEW were merged to create the new role of Data Attendance Officer (DAO) / AIEW. This doubled the number of AIEWs to assist with the attendance and engagement of students. Student attendance data reporting improved through the weekly email to parents/guardians.

The team works closely with Stars and Clontarf program staff to track student academic progress, attendance and wellbeing.

The team used a systematic academic tracking process that provided reports to staff, students, and parents/guardians throughout the year. This helped identify students who had difficulties early so that interventions could be facilitated.

The coordinators increased student leadership participation in assemblies to increase students' voices, and recognition of students who demonstrated the College values was achieved through nominations from teachers with prizes awarded to students throughout the year.

The year level coordinators supported student academic progress by amending timetables, providing welfare support, and constantly liaising with families.

The Supported Learning Program supports students with recognised learning difficulties through specialised subjects, tutor support and educational adjustment plans that identify strategies teachers can use in all classes.



Engagement Programs

Stars

The CSC Stars program provides full-time, in-school mentors for our Aboriginal and Torres Strait Islander young women. The program focuses on four key areas of personal development: Healthy Lifestyles; Wellbeing; Education, Training and Employment; and Community, Culture and Leadership. Stars employ a strengths-based approach to build on each young woman's abilities and interests.

Stars provide a holistic program that supports Indigenous girls and young women to attend and remain engaged at the College, complete Third Year and move into full-time work or further study.

The program is based on strong, trusting relationships. The Stars Room provides a culturally safe, warm environment – a place where girls and young women in our program feel nurtured and inspired.

Our full-time mentors provide a diverse range of activities to support our Stars to develop the self-esteem, confidence and life skills they need to successfully participate in school and transition into a positive and independent future.

In 2021, Stars achieved a 97 per cent Year 12 completion rate across its NT, QLD, and VIC programs.

2021 Highlights

28 Third Year students obtained their NTCET, the biggest group to ever complete through Stars.

4 Third Year students gained an ATAR and have applied for University.

Stars overall attendance figures averaging higher than the whole school.

2022 Actions

Continue to maintain a high level of attendance throughout all year levels.

Provide intensive mentoring support to all Stars Third Year students working towards their NTCET completion.

Engage regularly with employers and educational institutions to work towards post-school transitions.

Engage closely with local community groups and organisations.



Engagement Programs

Clontarf

The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men. Doing so equips them to participate meaningfully in society.

2021 Highlights

21 Third Year Clontarf Academy members finished school with 100% of the cohort gaining their NTCET.

Overall, the Academy ended the school year with 76 Academy members attending 71% of their subject classes.

Each year level featured Integrated learning classes that provided opportunities for our Academy members to participate in various activities, employment visits, community activities, health sessions, guest speakers, and primary and middle school interactions.

A huge feature of our Academy has been our focus on employment-related visits and information sessions. This has led to 30% of last year's Academy members being engaged in casual and part-time work while still enrolled at the College.

2022 Actions

Aim to achieve overall attendance of 8% from all Academy members registered with the programme.

Guide all currently enrolled Third Year Academy members towards completing their NTCET and supporting their transition to employment or further study.

Aim for all Academy members to complete health checks with Danila Dilba Health Service or own GP in 2022.

Continue to support all Academy members in achieving school goals and being role models within the community by participating in local activities during and outside College hours.

First Year (Year 10)

CSC students were given an opportunity to immerse themselves in Stage 1 courses during their first year at CSC.

This allows them to access a more extensive variety of courses and accelerates their opportunity to achieve credits towards completing the NTCET.

First Year students also have the opportunity to enrol in VET courses. By the end of first year, CSC students are expected to have successfully completed their Personal Learning Plan (PLP)

2021 Action Report

NTCET tracking implemented with First Year students being immersed in Stage 1 courses.

Regular progress reporting to all students, parents/guardians and staff.

Consolidated regular communication with parents/guardians.

Pathway options in 2021 increased through meetings with Careers, Stars, Clontarf, AIEW, Year Coordinator and Assistant Principal.

2022 Actions

Consolidation of the Pastoral Care Program (PCG) to develop students' personal and social capabilities.

Traffic light reporting to parents/guardians through Compass.

Continued focus on wellbeing and positive behaviours with recognition and reward through new values awards and a house points system.

Integrated student voice into assemblies by calling for agenda items from student bodies and supporting students to run the year assemblies.

Second Year (Year 11)

Second Year students at CSC continue to gain Stage 1 credits towards their NTCET. Students are also given the opportunity to accelerate their learning by completing Stage 2 subjects and/or gaining VET qualifications towards their NTCET.

2021 Action Report

NTCET tracking program, including regular reporting to all students, parents/guardians and staff.

Student Engagement and Wellbeing (SEW) Team focused on wellbeing and positive behaviours with recognition and rewards.

Consolidated regular communication with parents and guardians.

Improved pathway opportunities with partnerships through the P-TECH industry and other programs.

2022 Actions

Improved progress and attendance tracking through the use of the new College app, Compass.

SEW Team to focus on College-wide Positive Behaviour with the implementation of House names and values awards contributing to house points.

Community spirit to be improved by continuing the CSC swimming carnival and the annual CSC athletics carnival and College competitions such as the chess club. (Covid-19 permitting)

Improved understanding of pathway options through P-TECH partnerships and the 'futures festival'.

Third Year (Year 12)

Third Year students at CSC continued or commenced their Stage 2 studies and/or their VET qualifications to receive an NTCET and/or an ATAR. They use a wide variety of pathways to complete their NTCET, including Community Learning.

2021 Action Report

The number of electronic exams increased for Stage 2 examinable subjects.

Community Studies B is used to support the completion of NTCET effectively.

Systematic tracking reports were issued every five weeks to staff, students and parents/guardians.

The 2021 completion rate was 97%.

2022 Actions

Improved progress and attendance tracking through the use of the new College app, Compass.

Investigate the use of the new Community Connections subject to assist with student completion.

Increase in the completion rate for Third Year students.

Increased student leadership and regular contact with student body for suggestions or ideas.

House competitions to improve community spirit, such as CSC swimming carnival, annual CSC athletics carnival (Covid-19 permitting) and the recognition of the College values shown.





Teaching, Learning and Assessment

Faculty Reports

Specialist Programs



Mathematics

2021 Highlights

In 2021, we consolidated our First Year courses to match what students would do in Stage 1 (Second Year). After a review, our first courses included Cross-Discipline content; allowing students to experience the assessment types they would have to do in future years.

Our Stage 2 classes achieved some excellent results with Stage 2 Mathematical Methods, where 97% passed this course which is 4% better than the whole of the Northern Territory. Stage 2 General Mathematics, where 86% of the cohort achieved a C or better, and the number of A and B grades were also above the state by 5%. Finally, in our Stage 2 Essential Mathematics, 99% of students passed 8% above the state average.

For Stage 1 Mathematics Methods, our student cohort achieved the state average with A and B grades. Stage 1 General Mathematics students achieved A grades at twice the state average. As a school, 94% of our cohort got their numeracy credit across all Mathematic courses.

Specific results are as follows for Stage 1 courses for the entire year:

Stage 1 Essentials Mathematics had 281 students elect to do this trade course which 91% passed in the whole year.

Stage 1 General Mathematics 94% of students passed this course over the year. Also, our numbers of A and B were well above the state average.

Stage 1 Mathematical Methods 92% passed over the year.



In 2021, we continued to offer Mathspace as an assessment tool and as a support program for students who felt they needed extra help while at home. On average, students spent 3 hours on this platform during the week.

We also offered two courses which were Pre-With the changes we made to some course content, especially with the Maths for the future students, we were able to experience success with the content we chose to do. In Semester 1 2021, we looked at Practical Exploration/s Creative Circles, Measurement, Maths and Cooking/Maths in Photography, Statistics all taught through a thematic approach. If students regularly attended, on the whole, the students were successful.

Essentials and Pre-General, both were done under the Stage 1 Cross-Discipline umbrella. This meant students could develop their understanding of mathematics and experience Stage 1 courses, but these were not moderated, so we had flexibility in assessment. In Semester 2, 89% of the cohort passed.

For our Pure Mathematics courses across the year, 100% of students passed. Students studied the Australian curriculum content looking at 10A above the Year 10 curriculum. Also, in Semester 2, these students did a second mathematics course, Pre-Text Methods and covered Second Year content (Year 11). This formed part of our accelerated program for these students. Some students found this challenging, but 100% of students passed this course, which is a very positive outcome.

2022 Actions

As for our direction for 2022 and onwards, we will continue to offer a wide range of Maths courses to allow students to succeed in our courses. We will provide support where possible but have additional support through a bookable tutor in the Resource Centre. The College has also continued to support students learning Mathematics outside of class time with the purchase of Mathspace for our First Year students and a few other specific courses,

We will also be looking at offering a Number Skills course in 2023 for those students who want to build their confidence and skill set to allow for success at Year 11 Numeracy. The current situation does cater to most students, but there are minimal numbers who need to work on specific skills without the pressure of assessment types and deadlines. This course will run for Semester 1, 2023 and may extend into Semester 2, 2023, but selection will be partly through middle school recommendation and testing in the same way English run Fresh Start program. This course will not count towards the student's NTCET, but given that students start doing their NTCET earlier than all other schools, students would still have sufficient credits.

English

2021 Highlights

The pass rate for all of our Stage 2 English courses: Literary Studies, English, Essential English and English as an Additional Language was 99%.

The A and B results for Stage 2 English subjects were 70%, significantly higher than the overall NT results.

The Faculty has established an English library which is available to all students.

“Bell Shakespeare” and “Poetry in Action” visited CSC and performed live to over 300 students during the year.

The English Faculty participated and presented at many PD sessions throughout the year. We hosted the combined English Teachers’ Association of the Northern Territory (ETANT)/ Geography and History Teachers Association of Northern Territory (GHTANT) conference held in Term 4.

We hosted the NT Schools’ Debating Competition over seven weeks during Term 1.

2021 Action Report

The pass rates for all Stage 2 English Courses, over the past six years have been: 2016 96.5%; 2017 98%; 2018 100%; 2019 99%; 2020 98%; 2021 99%. This is a reflection of our Scope and Sequence, the high standard of teaching, and our staff’s dedication. We annually review our Scope and Sequence.

Teachers were involved in many professional development (PD) activities in 2021, including a day of PD conducted at CSC by ETANT. The English Faculty attended PDs virtually, and many were involved as either organisers or presenters. Some of these activities also included many teachers from our feeder middle schools. We regularly present and participate in PDs.

Once again (a tradition that dates back over 25 years), CSC hosts the NT Interschool Debating Competition in Term 1, involving 15 schools, including each of our feeder middle schools. The CSC team won their way to the grand final and were wonderful ambassadors of the College. One of our students, Jacinta Saynor, was selected as a member of the NT Debating team. We encourage students to participate in NT debating and other extra-curricular activities.

2022 Actions

Increase the number of A grades.

Increase the number of merits for Stage 2 English courses.

Maintain excellent pass rates for all English 2 courses.

Promote and encourage students to participate in extra-curricular activities.

Continue to develop professional development opportunities for the Faculty and, where possible, involve other schools, especially our feeder middle schools.

Attend the National Australian Association for the Teaching of English (AATE) conference being held in Darwin in 2022. Encourage staff to attend other PDs offered throughout the year.

Maintain and develop the English Library and the Street Library, promoting their use with all English classes.

Continue displaying student work and texts being studied in the corridor and within classrooms.



Science

2021 Highlights

One of our Centre for Excellence students featured in the top 20 NTCET results, Jacinta Saynor.

Second Year student, Bridget Jackson, achieved an A+ (Merit) result in Stage 2 Biology.

Michael Panatos, Andrew Mathew David, Fiona Garrucho, Ethan Bensch, Sophia Plews, Natalie Oun-Reth, Reigne Sanchez, Kanittha Churat, Jessica Moon, Sophia Muncal, Charles Gillamac, Flynn Smyth, David Kennon, Rahul Pandithage, Jai Khetarpal, Yuwei Wu, Sarah Nguyen and Stella Michael all won prizes at the Territory Young Scientists awards. CSC won the Rowe Scientific Senior School Award.

Flynn Smyth's Scientific Investigation was also nominated for the BHP Science Awards.

Bridget Jackson and Jacinta Saynor achieved high distinctions, and Ashley Hughes, Anis Mohammad Gadapi, Emmitt Rammage and Sina Stock achieved distinctions in the Australian National Chemistry Quiz

The College received recognition from the Australian Science Teacher's Association for its contribution to Science Week in the Northern Territory.

The CSC Top End Star Gazers Program won the NT Science Week Awards 2021 (schools category) for promoting Science and Technology in our schools and communities.

Science Week events for the "Food - Different by Design" included more exploding watermelons, taste testing, a meat-free BBQ, edible insects, a public Scinema short film, and astronomy night on the CSC oval.

Staff member, Gregg Barker, completed his Masters of Teaching as part of the Teach for Australia Program.



2021 Action Report

New Stage 1 Psychology courses were planned and delivered thanks to the hard work of teacher Natasha Poulton. The four new courses provide a range of options for students over their first two years of senior schooling.

Science staff focused on developing a common understanding of judging the assessment Practical Investigation Reports and Science as a Human Endeavour Reports. Staff participated in benchmarking of student samples to improve the consistency of assessment.

The Top End Star Gazers astronomy program continued into its second year in 2021 with existing and new volunteer staff and students, including recent graduates. During Terms 2 and 3, we held astronomy nights on the CSC oval for school and community groups. Several groups attended the program, including Wagaman Primary School, Nakara Primary School, Milkwood School, Good Shepherd Lutheran College and Dripstone Middle School. In partnership with Inspired NT, the Top End Star Gazers went on the road during Science Week visiting Adelaide River and Katherine. Other destinations were unfortunately cancelled due to COVID-19 lockdown. The FabLab space was used across various subject areas in 2021, including STEM design projects, mathematics and physics. The facilities were also used for end-of-semester alternative learning programs and middle school transition days. The new STEM Centre was used for the National Innovation Games and a staff professional development session at the end of 2021.

Teachers participated in South Australia College Of English (SACE) workshops online and meetings to improve their understanding of moderation and marking requirements in Stage 1 and 2 courses and increase networking opportunities with other schools.

Students and teachers helped promote Science at CSC at several locations, including Jingili Primary School, Nakara Primary School, Dripstone Middle School, and public events as part of Science Week.

2022 Actions

Implement and develop resources for the new Stage 2 Psychology course.

Further development and promotion of courses in the project-based learning area, including a Stage 2 course in 2023.

Exploration of the use of the STEM Centre in F-block for STEM and project-based learning.

Continue to explore new ways to promote Science and educate students about the Science pathways at CSC to run new and existing courses.

Promote and develop strategies to include students in the maintenance and management of the aquaponics system in Science.

Cross Disciplinary Studies and VET

2021 Highlights

Cross Disciplinary Studies

In 2021, 100% of Research Project B students received a satisfactory grade, with 40% obtaining a grade in the A Band. In addition to the course requirements, students could present their research to Charles Darwin University (CDU). All students who took this option achieved advanced standing for a university common unit and were graded as a High Distinction. This set of results continues the pattern of excellent results of previous years.

2021 saw the Top End P-TECH program at CSC enter its fourth year and continue to source, develop, and expand relationships in multiple industries.

Community Studies proved a successful option for many students, with some outstanding projects undertaken and completed by students.

85% of students who completed the PLP achieved passing grades in this compulsory course. The Department of Education (DoE) continued to use the Learning and Assessment Plan (LAP) and assessments developed by CSC as exemplars to be used at other schools and at moderation.

VET and Vocational Learning

VET played an increasingly significant role in the College, with 109 students accessing VET courses, up from 59 at the conclusion of 2020. Twenty-nine of these students were School Based Apprentices/Trainees.

A further 32 students began the year in a VET course but chose not to continue for various reasons. These students received credits for any work completed in the course using this work towards achieving their NTCET. As a side note, four of the students who did not complete their qualifications as part of the VETiS program transitioned into full-time apprenticeships.

209 Expressions of Interest were received and processed (up from approximately 90 at the end of 2020) for 2022 VET courses.



2021 Action Report

VET was significant in helping students with their NTCET. Over 141 mainstream students accessed a VET course in 2020, which contributed credits toward their NTCET, using unit and certificate completions in certificates I, II and III.

A Flexible Pathways program was designed, working with the DoE, CDU, and other potential stakeholders. This will potentially be launched in Semester 2, 2022.

Careers staff continued to work closely with the industry to provide students with work experience and other opportunities. An Industry Engagement and Career Pathways Coordinator position was created and filled to extend these opportunities further.

P-TECH continued to grow in the College, with the completion of the STEM Centre providing more explicit P-TECH related activities to be undertaken in 2022.

The Careers Advice Centre was utilised by more external stakeholders, students, parents, and classroom teachers than in 2020, with careers staff also active around the College promoting the space.

2022 Actions

Source and develop relationships with more RTOs and Industry contacts to increase student participation in VET and SBATs.

Continue to expand the Flexible Pathways program for implementation in Semester 2 2022 or Semester 1 2023.

Develop the role of Industry Engagement and Career Pathways Coordinator, particularly to explore industry and community partnerships to provide students with training and employment opportunities to complement their studies.

Expand the role and influence of P-TECH in the College in educational settings (i.e. Bring industry into the College to utilise the space and engage students in practical activities).

Introduce the Community Connections and Industry Connections subjects into the subject offering to allow students more opportunities to study real-life subjects as part of their NTCET.

Visual Arts

2021 Highlights

2021 was a trying year, with COVID-19 continuing to restrict annual plans and how we deliver our courses. This affected excursions we usually undertake as part of our curriculum, grants to engage external professionals and other annual arts events, which were either cancelled or altered.

Our Arts teachers had to learn new ways to deliver the course work and think outside the box, allowing students to engage in learning externally; although challenging, this led to a new way to deliver our programs and utilise the curriculum.

The Visual Arts Faculty maintained a clear focus on advocating the Arts. Where possible, they continued to pursue and maintain relationships with various stakeholders, both locally and nationally, including our feeder schools. Highlight events throughout the year included our:

- Annual CSC ANZAC War Art Awards; local defence personnel and RSL representatives attended and judged.
- Stage 1 Semester 1 Arts Exhibition, including a People's Choice Award.
- Annual NT IT Identity Arts Awards; a prestigious event for our students. NT IT, formally Fuji Xerox, has sponsored the Arts department for over a decade. A relationship that we nurture and maintain. NT IT have a wall in their Winnellie offices dedicated to our CSC Arts students, which they update annually.
- Annual Stage 2 Community Studies Arts Exhibition, including a People's Choice Award.
- Annual Stage 2 Art and Design Exhibition, including a People's Choice Award.
- Inaugural CSC Christmas Markets. It was an event that happened to clash with COVID-19 lockdown/restrictions, but we made the most of it. Students exhibited work and ran stalls selling cards, produced using a range of Stage 1 artwork. We have big plans for this event in the coming years and foresee it growing into a CSC tradition.



2021 Action Report

Arts courses underwent a review in 2020, which saw changes in our content and delivery for 2021. The condensing of assessing student skills and delivering skills in a more technical and comprehensive manner meant that we could focus on building student core knowledge and seeing the development of skill and understanding. This decision enabled us to fill the knowledge gap, a gap that has become an apparent repercussion of the Australian Curriculum, Assessment and Reporting Authority (ACARA) curriculum and its limited Arts focus. Students are coming to senior school with no formal or minimal arts knowledge, as they are only required to complete a term in year 7.

The Arts Faculty worked tirelessly to continue providing community engagement opportunities within the school community and wider community. However, 2021 did see several restrictions throughout the year. A full College closure, which in turn affected a number of our events, most notably, our CSC Arts Week, which was cancelled. It also affected how we advertised and held other events, such as exhibitions, external events, and the CSC Christmas Market.

Results data for this period were as follows:

- Stage 2 Overall – 100% (no grades in the C- or below range and one A+ in Visual Art. An outstanding achievement).
- Stage 2 Community Studies B ART – 100% (no grades in the C- or below range).
- Stage 1 Overall - 70% pass rate.

The Stage 1 results dropped from 71% in 2020 to 70% in 2021. There was evidence of a significant impact from COVID-19 restrictions and lockdowns in Semester 2, with the pass rate dropping to 67%.

Stage 2 results remained consistent with a 100% pass rate, with most students achieving at a B- or higher. This was an improvement on 2020.

2022 Actions

- Focus on the improvement of student pass rates at Stage 1. Our goal for 2022 is an 80% pass rate over Semester 1 and 2.
- Continue to maintain a 100% pass rate for our Stage 2 subjects, with improvements seen in the A band.
- Continue to offer alternative programs to assist in successfully completing our Stage 2 Arts.
- Proposal to apply for Artist in Schools grant to enable us to employ a practitioner(s), to facilitate student workshops in various practical approaches and methods, creating valid cross-cultural engagement, where possible.
- Continue to advocate the Arts within the College and broader community. Create 'real life' project-based learning for our students through the Partnerships Program.

Performing Arts

2021 Highlights

Performing Arts saw a shift in 2021, with new teachers and a new curriculum developed and delivered. In Semester 1, we welcomed Tahnee Cvrin as our new Dance teacher. Tahnee came to us with a wealth of industry knowledge and contacts. Her outstanding ability to perform and work with young adults has positively impacted the subject area. In Semester 2, we welcomed Kieran Parsons as our Music teacher. Kieran is a local Darwin celebrity in his own right, with considerable industry experience and acclaimed musical talent. Kieran's passion for music is clearly noted by how he interacts with his students and gains outstanding results.

Performing Arts in 2021 included Dance, Drama, and Music. Student numbers were healthy in these subjects, particularly in Dance and Music, which saw numbers grow and continuity of Stage 1 students throughout the year.

Performing Arts teachers' advocated for their subject area and had facilitators work with students whenever possible. However, due to COVID-19 restrictions, this was interrupted intermittently.

Although, overall, the year was still an outstanding success, with several performances in College and a number occurring externally:

- Stage 1 Dance, sponsored by the Smith Family, had the opportunity to perform with Slide Youth Dance at the Darwin Entertainment Centre. An outstanding and highly professional, and polished performance. It was noted by a performing arts professional and DoE Teaching and Learning (T&L) team member that our "students have certainly raised the bar. Dance at CSC is definitely on its way up."
- Stage 1 Drama performed 'The Scarlet Heart' in Semester 1. A sold-out comedy that had the audience in tears in a good way.
- Stage 2 Dance and Stage 1 Dance had a collaborative performance, "Edelweiss", a show devised by students and external practitioners. The show ran over two nights and was sold out.
- Semester 2, Stage 1 Drama worked with Nicky Fearn, artistic director of Business Unusual Theatre, to devise a Physical Theatre performance, "Collide".
- Stage 2 Drama performed, "Bustown" at Browns Mart Theatre. Students performed two shows to the general public, and they were met with positive feedback. The Theatre staff commented on the students' professionalism and respectful natures.
- In Semester 2, Stage 1 Music ran for the first time since 2020 and students performed in several ensembles, ranging in genre, from alternative rock to pop. The show was well-received by staff and students



Performing Arts

2021 Action Report

The practical nature of the Performing Arts subjects proved challenging at times during 2021. Flexibility and adaptability were the key skills and strengths to impart and proficiency in the subject. This aligned with our 2020 Actions.

2021 saw the introduction of a new Drama and Dance curriculum and the introduction of music via the Integrated Learning Curriculum. This was a mammoth effort to plan and program, but the staff worked tirelessly and created practically viable and engaging content. This was evident through the growth in student numbers, attendance to classes, external rehearsals and results.

Excursions and performances still occurred to an extent, albeit under different conditions, as audience numbers were significantly less due to social distancing and restrictions and restrictive DoE excursion policies.

Student numbers grew in Stage 1 Dance, and in Semester 2, Stage 1 Music student numbers passed capacity, which we hope will influence 2022 class numbers.

Results data for this period were as follows:

- Stage 2 Overall – 100% (no grades in the C- or below range)
- Stage 2 Community Studies B Performing Arts – 100% (no grades in the C- or below range)
- Stage 1 Overall - 76% pass rate
- Dance overall – 62%
- Drama overall – 90%
- Music overall – 100% (through Intergrated Learning (IL) Semester 2 only)

The Stage 1 results improved from 71% in 2020 to 76% in 2021.

Stage 2 results also improved from 91% in 2020 to a 100% pass rate in 2021, with most students achieving at a C and B band level.



2022 Actions

Improvements in results for 2022 – Stage 1 improvement – goal 85% pass rate. Maintain a 100% pass rate for Stage 2 with increases in the A and B range.

Exposure to external professionals, both local and interstate, including a wide range of industry professionals to facilitate workshops and present performances.

To sustain and grow the student numbers. Our goal for 2022 is to try to build our student capacity. We aim for two Stage 1 classes in Dance, Drama and Music whilst retaining student numbers at a Stage 2 level.

Maintain our positive relationship with the Smith Family, which has provided financial support to run Performing Arts projects with our students.

Maintaining our positive relationship with Skinnyfish Studio and allocating funding to continue an extracurricular opportunity for music students to experience the journey of writing, producing and recording a song, rap or composition.

CSC Melbourne Performing Arts trip to be discussed and planning to occur, ready to go once restrictions are lifted, and travel permitted.



Humanities

2021 Highlights

96% of students enrolled in a Stage 2 Humanities course achieved a C grade or better, increasing 6% from 2020.

Through professional associations, the work of Humanities staff members continues to be recognised, with teachers delivering professional learning to their colleagues in Darwin at the Festival of Teaching and the History Teachers' Association National Conference in Perth.

Community Studies B (CSB) continued to provide students with an alternative pathway in Ancient Studies, Modern History, Society and Culture and Legal Studies, thus allowing them to complete their NTCET while continuing in classes of interest to them.

2021 Action Report

Establishing stronger connections between the College and middle schools was mainly achieved through professional association meetings and professional learning activities.

Humanities students continued to participate and achieve good results in local and national competitions. The Stage 2 Modern History students entered a team into the Top End Schools Debating Competition. The team was undefeated until the grand final. Additionally, three students were finalists in the National History Challenge, with Jacinta Saynor winning the NT and National category and being named the NT Young Historian of the Year.

Legal Studies students entered two teams in Democracy Dash, with one taking out first place.

Humanities teachers continue to invite a range of guest speakers to their classes, either in person or virtually.

The new Stage 2 Legal Studies course was successfully implemented.

2022 Actions

To continue to foster student participation in local and national competitions.

To implement strategies to allow students to convert to the new Stage 2 Community Connections Course. While similar to the old CSB course, there is now more emphasis on the community application activity.

To develop learning opportunities and assessment tasks which utilise the resources of the STEM Centre.



Languages

2021 Highlights

CSC continued to provide opportunities for students to undertake a Language subject, with French Beginners and Japanese Continuers offered as timetabled subjects throughout the year. While Indonesian was offered in Semester 1, due to staffing, this was not continued in 2021. However, several students undertook language subjects externally via distance education.

CSC continues to be the only NT school offering French Beginners. The course numbers in Semester 1 were high, as they have been in previous years; however, in Semester 2, the numbers remained high. This growth meant we could offer a separate class of Stage 1 and Stage 2.

Japanese continuers maintained their numbers in all three levels offered. Our sister school, Hadano High School, remained in constant contact with us and planned virtual activities and a virtual school trip. Although COVID-19 did interfere with this, we have maintained our strong relationship and endeavour to continue our educational connections with Japan and our sister school.

However, some positives from the year included students still experiencing the cultural aspect of their subject, with lessons involving cooking and sharing traditional meals, conversations in 'language', and country-specific crafts, which aligned with our 2020 Actions.

Japanese students were involved in:

- The 31st Annual Japanese Language Speech Contest. There were 60 Japanese Language students registered from 8 schools, which was the biggest year to date. From these large numbers, we had 4 of our CSC students take out places across two different divisions.
- Division 1 High School Senior (Continuers) Individual Speech, 3rd place. Division 2 High School Senior (Beginners), 2nd place and Stage 1 Continuers Individual Speech, 3rd place. Whilst Australian Japanese Association of the Northern Territory (AJANT) created a special award and prize for another one of our learning support students. All students received a framed certificate from the Consulate General of Japan and monetary vouchers of varying amounts.
- The 2021 Darwin Japanese Film Festival (JFF), a festival run by the Japan Foundation, Sydney, Event Cinema Gateway and the DoE. The Stage 1 Japanese students had the opportunity to see a special screening of "Children of the Sea", which ran as part of the festival.

The French Beginners students participated in:

- A virtual performance of "Tigidou!" sponsored by the Haut-commissariat du Canada (Canadian High Commission), this interactive comedy presentation introduced students to Francophone Canada's language and culture through interactive skits and games.
- Writing feature articles on life in the Top End for the French magazine "Phosphore".
- Establishing a pen pal exchange with the Collège Pierre et Marie Curie in Paris.



2021 Action Report

The Language Faculty proposed, to the CSC Executive Team, the development of a Centre for Languages (C4L). This would encompass a range of academic outlets for students, encouraging NTCET completers and ATAR driven students to enrol and take advantage of the extra ATAR points a language course can provide. This centre proposed a specific space with specific resources and equipment. The Executive Team were open to discussion, and we endeavour to continue this proposal in the coming year.

At the end of the year, the Language Faculty applied for an International Language Innovation grant for \$30,000. We hope that if we are allocated these funds, we can start to set up our C4L space and focus on further developing and maintaining sustainable programs at CSC.

Language Learning Area Results Data:

- Stage 2 Overall – 100%
- Stage 1 Overall - 87% pass rate
- Indonesian Semester 1 – 93%
- Japanese Continuers overall – 85%
- French Beginners overall – 89%

The Stage 1 results remained on par with 2020. The Stage 2 results improved from 89% in 2020 to 100% in 2021.

2022 Actions

Promotion of Languages to the CSC community and wider community, including visits to feeder middle schools. Ensuring to discuss the academic rigour involved in undertaking a Language subject and the opportunities students have to interact with other cultures and participate in cultural experiences outside of the College.

Ongoing positive relationships with Japanese middle school teachers to ensure eligibility and academic conversations continue.

Introduction of Filipino Tagalog in 2022 at a Stage 1 and Stage 2 level.

Improvement in Stage 1 student numbers, particularly in Semester 2.

Improvement and retention of student numbers at Stage 2 so that Stage 1 and Stage 2 classes do not need to be combined.

Ongoing positive relationship with our sister school, Handano High School and our French pen pal school, Collège Pierre et Marie Curie, in Paris

Planning for our next Japanese cultural tour once restrictions are lifted.

Setting up C4L and allocation of rooming and funds to do this.

Improvement in student results: Stage 1 goal 90% and to maintain 100% pass rate at Stage 2, focusing on increasing the results in the A and B band levels.



Health and Physical Education

2021 Highlights

2021 saw the implementation of several new courses. Our courses had to be modified a little throughout the year again due to COVID-19 restrictions. We have continued to see high numbers in Health and Physical Education (HPE) throughout the year, which has been great.

CSC students well supported College sports events. We participated in most sports on the calendar and had victories in the Beach Volleyball, Girls Soccer and Mixed Touch competitions.

The Faculty continued to conduct sporting activities during the College breaks (recess and lunch) to provide students with the opportunity to enjoy exercise in a friendly, safe environment.

A range of sporting events were offered, which were extremely popular and well supported. The weights room continued to attract students during break times, and Caz Café was a popular venue ran from the Home Economics Bistro. Outdoor Education continued to run high-quality camps throughout the year.

This year saw the implementation of our inaugural Swimming Carnival in Term 1. The numbers were relatively low, but all enjoyed the day. Feedback was collated to inform future carnivals. The Athletics carnival ran again. Attendance was not as high as anticipated, but it was still successful.

2021 Action Report

This year the Faculty participated in professional development, furthering our knowledge of the new Physical Education, Outdoor Education and Health curriculum, and Child Studies and Home Economics curriculum. Professional development workshops were held during the year, and our HPE staff were involved in running these workshops.

Our staff are active members of our professional associations Australian Council for Health, Physical Education and Recreation (ACHPER) and Home Economics Institute Of Australia (HEIA).

Health and Physical Education have worked on strategies to improve all students' pass rates with early intervention through parent contact and differentiation of our assessment tasks.

Our new courses Integrated Learning Baking and Pastry and Integrated Learning Healthy Lifestyles were popular with students and are now established in our curriculum offerings.

2022 Actions

Consolidate and increase the number of students in all subjects in the Faculty.

Develop and consolidate teaching practices to cater for all students enrolling in the new Stage 1 and 2 subjects.

Participate and facilitate professional development and networking with other schools regarding all Health, Physical Education, Outdoor Education and Home Economics courses.

Work with all College staff to plan and implement another Athletics Carnival and Swimming Carnival.



Design & Technology

2021 Highlights

Fabrication continues to be well supported by students. Stage 2 Fabrication results were well above the SACE average. Refurbishment of the Woodwork area commenced.

Stage 2 Digital Technology students developed a Cyclone Ready Application which involved drawing on industry experience and resources to produce a product with community relevance.

Stage 1 Computer Aided Drafting was reintroduced and well supported, with many students electing to take this subject in conjunction with Fabrication. This will provide students with additional skills that will enhance their success at Stage 2.

2021 Action Report

While some industry partnerships were developed and maintained, COVID-19 restrictions in Semester 2 meant that much of this was done virtually.

Course posters were produced and displayed in the Resource Centre and the Careers Advice Centre. Active participation in the Middle Schools' experience the timetable days has resulted in increased enrolments.

Stage 2 results in Fabrication and Computer Game Design exceeded the SACE average.

2022 Actions

Stage 2 Digital Technology students will use COVID-19 data to produce a COVID-19 related app.

Work in conjunction with Northern Territory School of Distance Education (NTSDE) to maintain Computer Game Design as an option for students.

Integrate the use of the STEM Centre in program delivery and assessment.

Business Enterprise

2021 Highlights

The new Stage 1 Business Innovation course was implemented for the first time. Students developed solutions for real businesses. They researched the impact of COVID-19 on these businesses and developed a series of recommendations for businesses to adapt their business models to survive the pandemic.

COVID-19 restrictions impacted the opportunity for Business students to trade. To combat this, the students created a range of prototypes for consumers to sample and provide feedback.

2021 Action Report

The Stage 1 Business Innovation course was well supported in both semesters, and students continued to access Accounting courses through NTSDE.

Course posters were produced and displayed in the Resource Centre and the Careers Advice Centre. Active participation in the Middle Schools' experience the timetable days has resulted in increased enrolments.

In Semester 1, students organised a trade fair where they displayed and received feedback on prototypes.

2022 Actions

Integrate the use of the STEM Centre in program delivery and assessment.

Create opportunities for Small Business IL students to participate in more practical experiences, such as trade fairs.

Promote Stage 2 Business Innovation for 2023.



Specialist Programs

Centre for Excellence

In 2021 the CSC Centre for Excellence (C4E) encompassed two separate streams in Medicine and Health Sciences and Science, Technology, Engineering and Mathematics (STEM). The C4E is a select entry program that provides students with opportunities for enrichment and acceleration in their chosen pathway.

2021 Highlights

Jacinta Saynor, one of our C4E students, featured in the Top 20 NTCET results. Eight out of the 11 students at CSC who achieved ATAR scores over 90 were C4E Students.

Unfortunately, the COVID-19 pandemic impacted the C4E program in 2021. The Stage 1 C4E Perth trip had to be cancelled and several other enrichment activities that would normally occur. However, the Second Year C4E students were able to have an end of year activity that included a behind the scenes tour of the wet and dry storage areas at the Museum and Art Gallery of the Northern Territory, a shared lunch and a trip to the movie theatre.

C4E Health and STEM classes had the opportunity to participate in the PARTY Program, which Royal Darwin Hospital (RDH) organises. It is a unique program aimed at reducing high-risk behaviours in youth. Students received presentations by a range of health professionals directly involved in dealing with trauma, and they participated in an accident simulation and mock hospital Intensive care unit (ICU) response. They also heard from a highly compelling trauma survivor.

Both C4E groups also participated in the Science & Engineering Challenge in April. Plenty of hands-on STEM-based fun for our curious students. Bridge-building, hovercraft construction, and simulated power grids were all part of the fun as they competed against other schools from around Darwin.

C4E STEM students participated in work experience in a range of industries, including Kinetic IT (IT services), NEC (IT services), PowerWater (electrical engineering), SRA Information Technology (IT consulting), Territory Generation (electrical and mechanical engineering) and Thales (maritime trades and engineering).

C4E Health Science students attended placements in health-related areas ranging from pharmacy and optometry to veterinary surgery. In addition to these placements, all students completed their first-aid certificates.

As part of their PLP course, STEM students designed, planned and implemented a STEM learning activity for Year 4 students at Nakara Primary School. The activity was repeated at the end of Term 4 to encourage collaboration between the two schools further.

In November, First Year Health Research and STEM Projects were presented in the CSC Resource Centre to parents, staff and mentors. These projects were of outstanding quality, and students demonstrated their developing skills in collaboration, problem solving and communication.

For the STEM design project course, students worked with mentors from Aurecon (water engineering), CDU (structural engineering), and SRA Information Technology. Students implemented their projects using eduScrum, a collaborative pedagogy based on Agile and Scrum approaches which are widely used in the software development industry. The Health Science students designed and implemented projects related to the aging of paracetamol, excipients in sanitiser, teenage perception of cannabis and the placebo effect; Health Research Project mentors from Menzies School of Health Research, CSIRO and CSC supported students in their endeavours.

2022 Actions

Continued development of C4E streams, particularly STEM and utilising the new STEM Centre.

Improve promotion of the C4E program to increase enrolments in the programs—the utilisation of the Marketing and Communications Coordinator to perhaps develop some new promotional activity.

Further development of industry partnerships through the P-TECH program with the aim to have a visit from an industry representative to each C4E class each semester.

Review the structure of the STEM design project to facilitate a greater focus on the collaborative aspects of the project, including exploring a partnership with PowerWater for the 2022 course. This will involve all projects being related to PowerWater operations and PowerWater providing all mentors.





Leadership Development

Our Leadership

Our Staff



Our Leadership, Our Staff

CSC staff are continually upholding the College's values with a particular focus on high expectations of our students and themselves and each other.

Staff Profile

In 2021, the 104 strong College workforce included leadership staff, College support staff, teaching staff, College Board, and employees.

The College workforce consists of College Board employees and College employees paid by the Northern Territory Government.

The most significant proportion of College staff is specialised and expert teachers ranging from 1 to over 30 years of experience in education.

Leadership Staff		Teaching Staff	
Principal	1	Teaching FTE	35
Assistant Principals	4		
Operation Manager	1		
Senior Teachers - Year Level Coordinators	3		
Senior Teachers - Faculty	6	College Board Employees	
Teach for Australia Associate	1	Relief Teachers	3
Lead Teacher	1	Cleaning	13
Highly Accomplished Teacher	2	Tutors	10
		Gardener	1
		Defence Transition Mentor	1
		Canteen	4
College Support Staff			
Administration/Other	16		
Counsellor	1		
Maintenance	1		



Organisational Development, Planning and Procedures

Partnerships

Financial Performance
Summary

Partnerships

P-TECH Pathways in Technology

2021 was the second year of the official Top End P-TECH model, a successful two year pilot relationship with the Federal Government's Skilling Australia Foundation.

P-TECH student opportunities were expanded throughout a challenging year, with student engagement in activities increasing from 12 in 2018 to 1706 in 2021 – more than double the number from 2020 (800).

The focus for 2022 is to continue to embed the P-TECH philosophy of project-based learning and industry-led career engagement into the CSC school culture and curriculum through increased student and teacher engagement and improved understanding of career pathways and skill requirements.

Long term partnerships were strengthened, and new partners came on board from various Industry Groups, Employers and Tertiary Institutions. The partners increased the opportunities available to students for career development, mentoring and work placement.

P-TECH strategic initiatives for 2022 include:

The utilisation of the CSC trades as a STEM Project-Based Learning facility by all Faculties.

Strategic integration of the CSC Career Advice Centre into the P-TECH space to provide a targeted focus in career and employment preparation activities to support Industry Liaison and job preparedness (to be an explicit focus of the Industry Engagement and Career Pathways Coordinator).

Developing and refining a P-TECH focus as part of the Assistant Principal Curriculum and Learning role to encompass P-TECH Partnerships and Pathways, providing oversight and support to P-TECH and career-related activities.

SEDA

At the end of 2021, CSC concluded its partnership as the host school for the SEDA Program.

This partnership provided pathways for students to complete their NTCET and gain nationally-recognised VET qualifications.

93 students finished the year in the SEDA program, with the majority gaining a Certificate II, III or IV in Sport and Recreation.

Australian Maritime and Fisheries Academy

CSC, the Australian Maritime and Fisheries Academy (AMFA), And Surf Life Saving NT (SLSNT) worked collaboratively to deliver Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal), training students in the greater Darwin region.

The DoE and the College host the Academy and provide the necessary training infrastructure, while the Australian Maritime and Fisheries Academy are the Registered Training Organisation providing the training and certification.

Thirteen students completed the qualification, with 6 of these students gaining employment as a direct result of their work in this course.

Charles Darwin University

CSC has a multifaceted partnership with CDU, and its partners, through the C4E and VET.

CDU continues to provide most VET training to students at the College. This partnership provides students with the opportunity to attend interactive tours of the University, including visits to science-related faculties to engage and foster ideas of future pathways, workshops and excursions such as the Health Careers Expo and Women in Science Sessions. An exciting development is a continuing relationship between our C4E STEM group and the Speed 3D Manufacturing Alliance operating out of the University.

CDU has provided positive feedback around the proposed CSC Flexible Pathways Program and expressed interest in providing practical support to the program.



Financial Performance Summary

The CSC financial cycle is based on a school year from January to December. The College receives two grant payments from the Department of Education to provide senior secondary education to students of the Northern Suburbs. The College finished the 2021 financial year in a better position than budgeted, with a deficit of \$639,231. The College budgeted a loss of \$775,065. The balance of \$165,834 was primarily due to infrastructure projects that had not been completed by 31 December 2021.

The College invested over \$450,000 into infrastructure projects. These included replacing student outdoor furniture, painting, carpet and blind replacement, Tech Studies Woodwork area electrical upgrades, signage and landscape architectural plans for future works.

Income and Expenditure Statement

INCOME	2021	2020
Commonwealth Grants - Via DoE	\$23,590	-
Commonwealth Grants - Direct to School	\$17,592.34	\$18,585.00
Other Grants from DoE	\$3,929,817.79	\$3,028,205.07
Other Grants from NTG	\$152,505.40	\$203,716.54
Grants from External Third Parties	\$30,300.06	\$42,961.92
School Council Projects	\$595,806.36	\$645,237.82
Student Activities	\$20,848.82	\$17,383.78
Interest Received	\$7,513.91	\$46,316.87
Receipts/Reimbursements from Other Government Schools	\$ -	\$457.73
Other Income	\$1,978.45	\$3,000,000.00
Total Income	\$4,779,953.13	\$7,002,864.73
EXPENSES		
Salaries and Related Expenditure	\$759,130.38	\$774,430.20
Superannuation Expenses	\$76,586.77	\$70,648.97
Workers Compensation	\$ -	-\$50.00
School General Expenses	\$361,212.98	\$114,527.65
Administrative Expenses	\$67,291.27	\$46,668.48
Motor Vehicle Expenses	\$56,572.68	\$28,783.59
Student Activities	\$1,035,845.70	\$1,041,925.40
Student Information and Technology	\$287,522.55	\$341,007.59
Admin IT and Communication	\$191,159.55	\$201,750.55
Curriculum	\$279,297.82	\$145,497.58
School Non-Core Activities	\$248,345.82	\$272,575.12
Payments to Other Government Schools	\$875	\$ -
Urgent Minor Repairs	\$140,048.40	\$200,704.54
Non Urgent Minor Repairs	\$27,457.00	\$15,435.00
Depreciation and Amortisation	\$11,361.93	\$9,560.40
Essential Services	\$733,920.98	\$746,982.02
Cleaning	\$25,167.88	\$28,666.05
Grounds	\$46,236.56	\$44,306.37
Property Management Other	\$1,070,861.09	\$379,441.52
Other Administrative Expenses	\$290.00	\$79.20
Other Expenses	\$ -	\$3,000,000.00
Total Expenses	\$5,419,184.36	\$7,462,940.23
Net Profit/(Loss)	-\$639,231.23	-\$460,075.50

Financial Performance Summary

Income and Expenditure Statement

ASSETS	2021	2020
Current Assets		
Cash at bank	\$1,451,564.09	\$2,037,132.18
Cash on Hand	\$2,510.00	\$2,510.00
Trade Debtors	\$322.00	\$126.00
Prepayments	\$1,520.41	\$28,428.64
Inventories	\$71,510.84	\$128,344.81
Total Current Assets	\$1,527,427.34	\$2,196,541.63
Non Current Assets		
Plant and Equipment	\$44,093.59	\$29,654.78
Total Non Current Assets	\$44,093.59	\$29,654.78
Total Assets	\$1,571,520.93	\$2,226,196.41
LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties	\$36,327.77	\$73,341.72
Trade Creditors	-\$45,379.00	\$87,522.57
Other Creditors	-\$530.01	-\$621.72
GST Liabilities	-	-\$7,085.48
Other Accrd Expenses (Gds & S)	\$94,767.67	\$51,424.17
Employee Entitlements <12M	\$38,189.00	\$51,456.44
Other Provisions <12M	\$1,689.29	-
Unacquitted Grants Liabilities	\$24,487.47	-\$91,043.26
Total Current Liabilities	\$149,552.19	\$164,994.44
Non Current Liabilities		
Total Liabilities	\$149,552.19	\$164,994.44
Net Assets	\$1,421,968.74	\$2,061,199.97
EQUITY		
Accumulated Funds	\$1,421,968.74	\$2,061,199.97
Total Equity	\$1,421,968.74	\$2,061,199.97

Glossary

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACHPER	Australian Council for Health, Physical Education and Recreation
AGM	Annual General Meeting
AIEW	Aboriginal and Islander Education Worker
AMFA	Australian Maritime and Fisheries Academy
ASX	Australian Securities Exchange
ATAR	Australian Tertiary Admission Rank
ATSI	Aboriginal and Torres Strait Islander
C4E	Centre for Excellence
CSB	Community Studies B
CSC	Casuarina Senior College
DEC	Darwin Entertainment Centre
DoE	Department of Education
DTM	Defence Transition Mentor
GLA	General Learning Area
HEIA	Home Economics Institute Of Australia
HLO	Home Liaison Officer
HPE	Health and Physical Education
IL	Intergrated Learning
LAP	Learning and Assessment Plan
MAGNT	Museum and Art Gallery of the Northern Territory
NCCA	Northern Centre for Contemporary Art
NCCTRC	National Critical Care and Trauma Response Centre
NTCET	Northern Territory Certificate of Education and Training
NTSDE	Northern Territory School of Distance Education
PD	Professional Development
PE	Physical Education
PLP	Personal Learning Plan
P-TECH	Pathways in Technology
SACE	South Australian Certificate of Education
SBAT	School Based Apprenticeship and Traineeship
SEDA	Sport and Education Development Australia
SLT	Student Leadership Team
STEM	Science, Technology, Engineering and Mathematics
VET	Vocational Education and Training

Respect ~ Trust ~ Responsibility ~ Honesty ~ High Expectations



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