

NT CGSO

THE VOICE FOR NT PUBLIC EDUCATION

ANNUAL REPORT 2025-26



THERE ARE NO SHORTCUTS TO ANY PLACE WORTH GOING.

Beverly Sills

Northern Territory Council of Government School Organisations

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ACKNOWLEDGMENT

The Northern Territory Council of Government School Organisations pays respect to First Nations people and Traditional Custodians, recognising their deep connection to land, waters, and sky. We acknowledge elders and communities as first educators – of culture, language, and knowledge - and recognise the strength and value this learning holds for young people.


CHILDREN ARE NOT THINGS TO BE MOULDED, BUT PEOPLE TO BE UNFOLDED.
Jane Caro

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NT CONTEXT

WITH OVER 32,000 STUDENT ENROLMENTS IN PUBLIC EDUCATION, THE NORTHERN TERRITORY HAS MANY GOVERNMENT SCHOOLS WITH UNIQUE CHALLENGES.





“THE NORTHERN TERRITORY IS A PLACE OF VAST BEAUTY, WHERE LAND, CULTURE, AND PEOPLE ARE WOVEN TOGETHER IN WAYS THAT INSPIRE AND ENDURE.”

70.6%

...of NT government schools are in remote or very remote locations.

44.0%

...of student enrolments in NT government schools are indigenous, compared to 6.8% of students in all schools nationally.

40.5%

...of all NT government students are in remote or very remote locations, compared to 1.8% of students in all schools nationally.

PRESIDENT'S MESSAGE



It is my pleasure to present the Northern Territory Council of Government School Organisations (NTCOGSO) Annual Report for the year ending 30 June 2026.

This has been another busy and productive year for NTCOGSO. We have continued to represent the interests of families and students across the Territory, providing a strong parent voice on issues affecting our schools and communities.

As NTCOGSO reaches its 55th year, we are proud of our long history of supporting parent participation in public education. We remain focused on ensuring families have meaningful opportunities to contribute to decisions that shape education.

Representing the priorities of our school communities

Infrastructure has been a significant focus of our advocacy this year, building on the strong message from Full Council last year about the infrastructure needs of public schools across the Territory. School communities continue to face the challenges of growth, changing enrolments and the need for facilities that are appropriate, accessible and fit for purpose.

We have continued to raise these issues with the Government and the Department, advocating for appropriate investment in school infrastructure and better long-term planning to meet the needs of growing communities.

Responsible stewardship

The 2025-26 Special Purpose Financial Reports confirm that our financial statements accurately reflect our affairs, and we continue to model strong financial governance.

Sound financial management remains an important responsibility of NTCOGSO. We manage our resources carefully and meet our obligations.

Supporting families to build confidence in governance practice

Supporting School Representative Bodies remains an important part of NTCOGSO's work. Throughout the year, our Governance Team has provided training, mentoring and practical assistance to School Bodies across the Northern Territory, including urban, regional and remote communities.

This support helps parents and community members understand their roles and participate confidently in school governance. The continued commitment of volunteers across the Territory is a valuable contribution to public education.

Working together across the education community

Our work depends on strong relationships.

During the year, we have continued to engage with the NT Government, the Department of Education and Training, school leaders, students, families and other organisations involved in education. These relationships provide opportunities to raise issues, share information and work towards better outcomes for school communities.

Our Annual Full Council and AGM remain important parts of this work, bringing representatives together from across the Territory to discuss issues affecting their schools and set priorities for NTCOGSO.

The past year has also involved significant advocacy at the federal level, in collaboration with representative bodies from other states and territories. This work helps ensure the voice

> **EVERY CHILD DESERVES A CHAMPION–AN ADULT WHO WILL NEVER GIVE UP ON THEM.**
>
> Rita Pierson

of Territory families and schools is represented in Canberra as well as Darwin, and that the needs of our schools are considered in national discussions affecting Territory students.

Our team is small but mighty, and works tirelessly

I acknowledge the contribution of our team, particularly Michelle Parker and Alice Gawler, who work tirelessly to support schools, families and communities.

Their commitment and dedication underpin the work of NTCOGSO and our ability to respond to the needs of School Bodies and families across the Territory.

Looking ahead

There is much more work to do.

We will continue to advocate for appropriate school infrastructure, strong school governance and the wellbeing and educational opportunities of students across the Territory. We will also ensure that the experiences of families and School Bodies inform our conversations with government and other decision-makers.

As we mark 55 years of NTCOGSO, I am reminded that the strength of this organisation comes from parents and community members who give their time, share their experiences and speak up for their schools.

I thank our Executive members, Regional Representatives, staff and School Body members for their contribution throughout the year. I also thank the families, students and school communities who continue to engage with us and help shape our advocacy.

Your involvement matters, and it enables NTCOGSO to represent the parent voice across the Northern Territory.

Ruth Mirams
President



ABOUT NTCOGSO



The Northern Territory Council of Government School Organisations (NTCOGSO) is the peak body representing parents of public school students in the Northern Territory.

NTCOGSO influences the direction of public education for the benefit of our students.



WHO WE REPRESENT

We represent every NT government school.

MISSION

To strengthen public education by encouraging continual improvement in the provision of quality education for all students.

VISION

Students and families thriving in government schools.



Basis for authority

The NT Council of Government School Organisations (NTCOGSO) is bound by our Constitution in line with the Northern Territory Associations Act. NTCOGSO has all of the usual obligations of an incorporated association.

Who we are

Based in Palmerston City on Larrakia Country, NTCOGSO includes a representative from each region across the Northern Territory.

The NT Annual Full Council, comprising all affiliated schools, is the governing authority of NTCOGSO. Each year, during Semester 2, the NT Full Council convenes to discuss and set the policy and advocacy direction for the organisation.

Executive

The management of the NT Annual Full Council is vested in the Executive, which has power to do all things necessary to achieve the objectives of the Full Council.

The Executive consists of:

- President
- Vice President
- Treasurer
- Representatives from each region

The Executive may invite an additional three (3) persons whom the Executive considers have special qualifications, knowledge, or experience that will assist the Executive in the exercise and performance of its functions by the giving of information or advice.

Management

Executive Officer

Our Executive Officer leads the execution of NTCOGSO's Strategic Plan, ensuring its effective implementation while overseeing staff and managing the organisation's physical and financial resources. This role also includes governance over corporate planning, financial management and maintaining key external relationships. Additionally, the Executive Officer ensures that our Key Performance Indicators (KPIs) are met in line with funding agreements.

Administration Officer

Our administration staff support NTCOGSO's day-to-day operations, including enquiries, correspondence, records, meetings and events. They maintain office systems and processes and are often the first point of contact for people getting in touch with NTCOGSO.

Training and Community Engagement

Project Manager

This role is the central point of contact for all NT government schools and school representative bodies for governance advice, support and training. They are responsible for building the governance capacity of school representative bodies through best practice & strategic planning for school improvement.

Governance Training Officers

Governance Training Officers deliver flexible, high-quality training and mentoring on governance and community engagement throughout the Northern Territory. They educate school representative body members and potential members on the governance requirements of relevant legislation, guidelines and policies.

> **EDUCATION IS SIMPLY THE SOUL OF A SOCIETY AS IT PASSES FROM ONE GENERATION TO ANOTHER.**
>
> G. K. Chesterton

EXECUTIVE COMMITTEE



RUTH MIRAMS

PRESIDENT

Ruth completed her schooling in the Queensland public education system. This set her up to go on to successful post graduate studies, and she holds a PhD in data analytics in complex systems.

Her children are thriving at Tennant Creek Primary School, where she is Chair of the School Council.

In her professional life, Ruth is an executive and social impact specialist, working at the intersection of strategy, governance, funding and community outcomes. She is focused on supporting investment and sustainable outcomes for the Barkly region.

Ruth believes that every child deserves the opportunity to thrive through access to quality education, and is committed to using her skills and experience to support NTCOGSO, parents and children throughout the NT.



WAYNE GREEN

VICE PRESIDENT BARKLY REGION REPRESENTATIVE

Wayne is the Chair on the Tennant Creek High School Council having previously served on Tennant Creek Primary School Council for over ten years. Wayne and wife Karyn have four children who have all been educated in Tennant Creek.

Wayne is a strong believer in the need for parent and community involvement within schools for better and broader outcomes for students. He is also a proud advocate for the Barkly region and ensures Barkly voices are heard by those shaping Territory education.







BIANCA KAIPARA

TREASURER

Bianca completed her schooling in the New Zealand public education system before completing a Bachelor of Media Arts in Communications at the Waikato Institute of Technology (WINTEC). With a professional background in executive assistant and secretarial roles across the health and education sectors, Bianca brings strong administrative and communication experience.

Now based in Tennant Creek, Bianca has children attending local government schools and serves as Secretary of the Tennant Creek Primary School Council.

With a strong understanding of the important role families and school communities play in education, Bianca believes every child deserves access to quality education and the opportunity to thrive. Bianca is committed to using this experience to support NTCOGSO, parents, families and government school communities across the Northern Territory.

NOELA ANDERSON

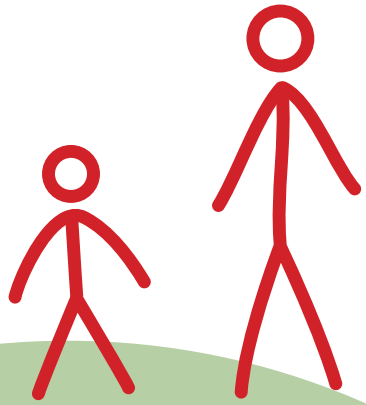
BIG RIVERS REGION REPRESENTATIVE

Noela is a Parent Member on the Borroloola School Council and comes from two language groups; Garrwa and Yanyuwa and has spent her entire life in and around Borroloola. Having worked at Borroloola School as a Tutor/Assistant Teacher, Noela has worked as the Home Liaison Officer for the past 21 years, in addition to being an active participant of the School Council.

Noela loves her role of assisting and supporting up to 200 students, from helping them engage in the classroom to helping plan the schools Weekly Culture days.

VACANT

CENTRAL REGION REPRESENTATIVE & EAST ARNHEM REGION REPRESENTATIVE



“BEHIND EVERY YOUNG CHILD WHO BELIEVES IN THEMSELVES IS A PARENT WHO BELIEVED FIRST.”

Matthew L. Jacobson

THE MIND IS NOT A VESSEL TO BE FILLED, BUT A FIRE TO BE KINDLED.

Plutarch



JODI UJIMOTO

DARWIN REGION REPRESENTATIVE

Jodi has served on government school councils and parent committees in the Northern Territory, Victoria and Canada since 2016. Currently, Jodi is a Parent Member of the Nightcliff Secondary School Council.

Educated in government schools in regional Queensland, Jodi holds a Bachelor of Business from Monash University. With professional experience across both the private and public sectors, Jodi has focused on leading teams and improving operational efficiencies to achieve organisational objectives.

Jodi is passionate about ensuring all children attending government schools have access to quality education and is committed to supporting and representing parents, families and school bodies across the Darwin region and the Northern Territory.



RALPH D'SOUZA

TOP END REGION REPRESENTATIVE

Ralph D'Souza served as Chair at Zuccoli Primary School from 2019, where he fostered collaborative culture, championed family engagement, and promoted continuous improvement in student outcomes. With experience in both private and public sectors, Ralph brings strengths in stakeholder engagement, frontline leadership, and operational excellence to his community work.

Ralph's education in business administration and property management underpins his commitment to good governance and effective teamwork. As a long-term Top End resident, he is passionate about supporting schools and local families. Ralph looks forward to serving on the NTCOGSO committee, where he will continue to support parent voices, strengthen partnerships, and advance educational quality for students in the Top End.



FRED RICHARDSON

INVITED MEMBER

Fred has lived and worked in the Northern Territory since 1973, including 32 years in Adult Education where Fred has specialised in the development and delivery of adult IT skills in remote locations. Fred was elected Central Regional Council Representative in 2015 and 2016 with a son at Centralian Senior College. Since 2017 Fred has served as an Invited Member on the Executive and is valued for his critical thinking and a creative and innovative approach to curriculum improvement.

Fred firmly believes that well informed families, engaged in the discussions and decisions that affect and chart their children's experiences and accomplishments at school, are a crucial part of the work that goes on to nurture the potential each student has.





55 YEARS OF ADVOCACY

On 9 August 1971, the Northern Territory Council of Government School Organisations was officially established.









BUILT BY PARENTS

...POWERED BY VOLUNTEERS

...STILL SPEAKING UP!





Our story began with a clear purpose. In 1970, Commonwealth Department of Education and Science Director John Steinle invited representatives of Northern Territory parent groups to consider forming one organisation. The aim was:

"To develop a single representative body to give parents a collective voice, one that would have a direct line of communication with the Australian government, the Education Department (Cth), and schools. Conversely, it would give the Australian Government direct contact with NT parents."

This was before Northern Territory self-government, when education in the Territory remained a Commonwealth responsibility.

Fifty-five years later, giving Territory parents a direct voice in public education remains at the heart of who we are.

Parents at the table

NTCOGSO's first President, Geoff Helyar, became involved when his eldest child started school. His questions about what they were learning, and how and why they were learning it, took him from his local school committee to education advocacy at Territory and national levels.

1971

NTCOGSO officially established

1972

Thirty-five delegates attend the first half-yearly conference

1973–75

Geoff Helyar leads the national parent body, ACSSO

1975

After Cyclone Tracy, NTCOGSO helps rebuild and replan education



MY EARLY INTEREST IN MY OWN CHILDREN'S EDUCATION SOON DEVELOPED INTO THE BELIEF THAT AN ACTIVE INTEREST AND INVOLVEMENT IN THE EDUCATION OF ALL CHILDREN SHOULD BE THE CONCERN OF EVERY PARENT AND INDEED, OF EVERY CITIZEN.

Geoff Helyar,
first NTCOGSO President,
1971

Speaking to the Australian High School Principals' Conference in Darwin in 1977, Geoff reflected:

"My early interest in my own children's education soon developed into the belief that an active interest and involvement in the education of all children should be the concern of every parent and indeed, of every citizen."

That belief has carried through 55 years of NTCOGSO.

The early years were a time of major change. NTCOGSO contributed to the Radford-Neal review, supported greater community involvement in education and advocated for parents to be included in decision-making.

Before the Territory assumed responsibility for education, one principle had become fundamental:

"The right of parents to be consulted at all levels of the education system." Martin Jacobs, former COGSO President, 1989.

In response to a 1974 NTCOGSO submission, the NT Executive established the Education Advisory Group (EAG) to design a decentralised education administration framework. This work culminated in a 1978 final report that successfully guided the official handover of education and training responsibilities from the Commonwealth to the newly self-governing Northern Territory Government in 1979.

NTCOGSO also put forward the school council model that was incorporated into the first Northern Territory Education Act in 1979. It created a formal place for parents and communities in the governance of their schools.

Through every chapter

Cyclone Tracy destroyed many of NTCOGSO's records from before 1975, but not the organisation or its resolve.

NTCOGSO contributed to the rebuilding and replanning of education in Darwin. In 1975, funding allowed the organisation to employ its first part-time office secretary, Jill May, and establish an office in a rented room in Stuart Park.

The photographs on these pages capture part of that history.

Different decades. Different challenges. The same purpose.

1979

The school council model enters the first NT Education Act

1996

COGSO celebrates 25 years of parent advocacy in the Northern Territory





The work continues

Today, NTCOGSO represents every Northern Territory government school. Our work is shaped by the families and school body members who bring forward the experiences of their schools and communities.

We provide advice and school governance guidance and take forward the issues raised by families and school communities. Some matters need an immediate answer. Others take years of persistence.

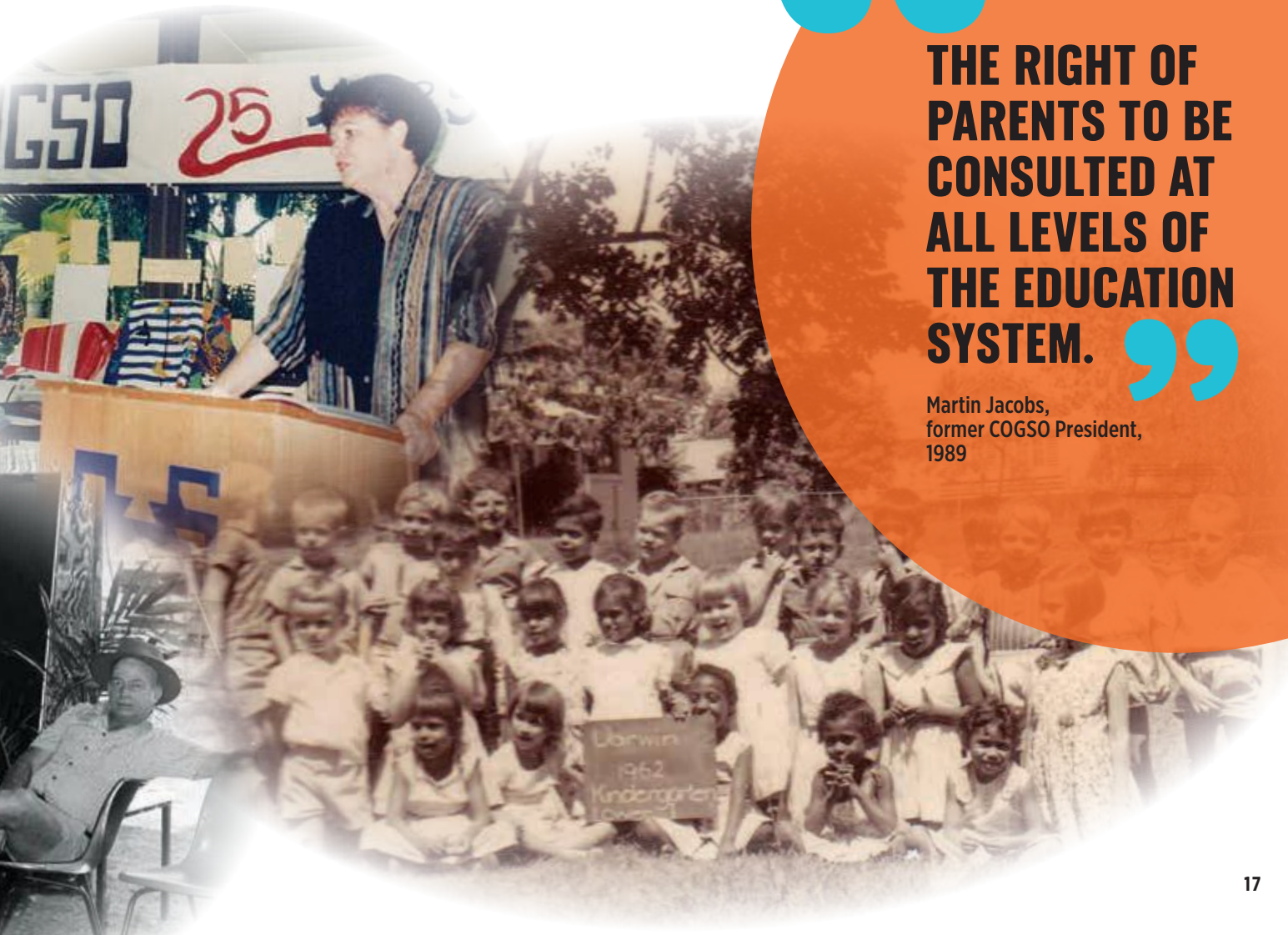
This anniversary belongs to every person who has put up their hand: the early parent representatives who formed COGSO, the volunteers who rebuilt after Cyclone Tracy, the regional representatives, the school body members who brought forward issues and successes, and the families who trusted NTCOGSO to carry their voices.

Fifty-five years on, parents must still be heard, school communities must still be supported, and every child in every Northern Territory government school must have the opportunity to thrive.





> **THE RIGHT OF PARENTS TO BE CONSULTED AT ALL LEVELS OF THE EDUCATION SYSTEM.**
>
> Martin Jacobs,
> former COGSO President,
> 1989



STRATEGIC PLAN 2025-29

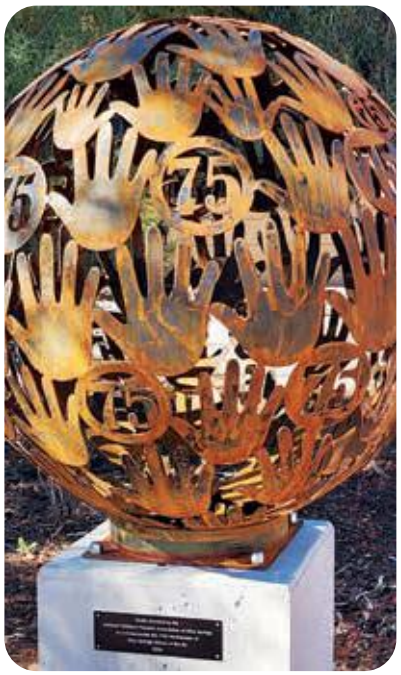
The Northern Territory Council of Government School Organisations (NTCOGSO) is the peak body representing parents of public school students in the Northern Territory.

GOAL 1: PARENT VOICE

- Provide the conduit for a strong parent voice direct to government.
- Advocate for the educational rights and needs of students including access to education no matter where they live.
- Foster deeper engagement with the NT Department of Education and Training (DET) to ensure parents are integral to decision-making processes that affect their children.
- Empower parent representatives through training and resources, ensuring they can effectively represent their communities.
- Provide representation for students, families and schools on working groups and taskforces.
- Develop and maintain strong, collaborative relationships with key DET staff.
- Promote open discussions within parent communities, allowing diverse perspectives to shape NTCOGSO's advocacy efforts.

GOAL 2: INCLUSION IN EDUCATION

- Champion policies that ensure all students, regardless of their background or abilities, have access to equitable, quality education.
- Promote awareness and understanding of diverse learning needs.
- Advocate for tailored support and resources that allow every child to excel academically, socially, and emotionally, creating a sense of belonging within the school community.



GOAL 3:
MEMBER AFFILIATES

- All NT Government schools affiliate annually.
- Provide high quality advocacy advice to affiliates.
- Provide high quality governance training and support to affiliates.
- Timely distribution of communications from DET, NTG and Executive.
- Coordinate regular School Representative Body online briefings with the Chief Executive and their delegate.

GOAL 4:
LEADERSHIP

- Monitor and influence educational policy developments.
- Participate in government advisory panels and working groups.
- Identify and nominate suitable candidates to fill the NTCOGSO nominee role on the Teacher Registration Board (TRB).
- Promote opportunities for public education parents to nominate for the Parent Member position on NTBOS.
- Demonstrate and promote a culture of continuous improvement and innovation within the organisation.
- Engage with all stakeholders to ensure sustainable growth and progress.

GOAL 5:
GOVERN THE ORGANISATION

- Ensure operational processes are streamlined, clear, and well-documented, with regular reviews to optimise performance and efficiency.
- Regularly review governance processes and ensure compliance with the NTCOGSO constitution, policies, and regulatory requirements, with clear accountability structures in place.
- Foster a workplace culture that values diversity, inclusivity, and employee wellbeing.
- Provide continuous professional development opportunities to encourage growth and retention.
- Build a sense of belonging within the team by promoting open communication, collaboration, and mental health initiatives.





OUR REACH

NTCOGSO continues to deliver on its three key pillars of Support, Advocacy and Governance, outlined in our 2025–29 Strategic Plan.

A key part of this is making sure School Body members, families and school communities have access to information that is timely, practical and easy to understand.

Whether it's explaining new policies, sharing governance resources, celebrating achievements in NT Government schools or promoting professional learning opportunities, our communications help keep members informed and connected. They also provide an important platform to share our advocacy work, strengthen partnerships with the Department of Education and connect School Bodies right across the Territory.

Social Media

Our Facebook community continued to grow strongly throughout 2025–26.

6,000+
visits to our Facebook page, up 66% on the previous year.

204
new followers, representing 17% growth across the year.

115%
increase in likes, comments and shares, with our content viewed more than 376,000 times throughout the year.



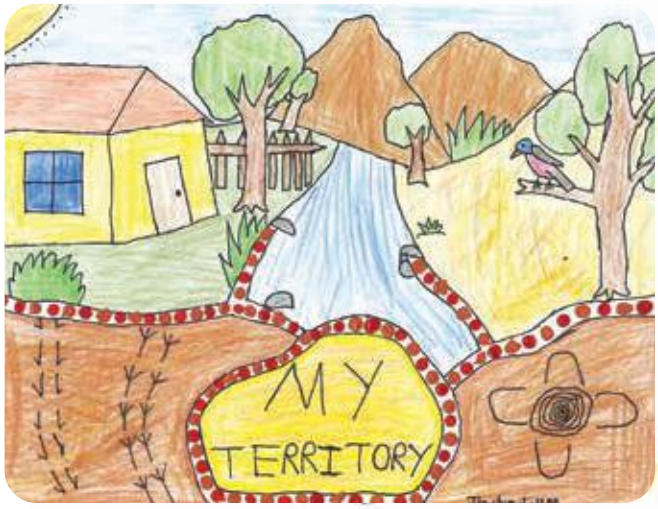


Newsletter

Our fortnightly newsletter continues to be an important way of keeping School Body members informed. Following a refresh in 2025, subscriber engagement has remained consistently strong, with around **one in three subscribers** opening each edition. Readers regularly click through to access governance resources, training opportunities, news updates and practical information that supports their work in schools.



Aura Rainey, Year 10, Katherine High School



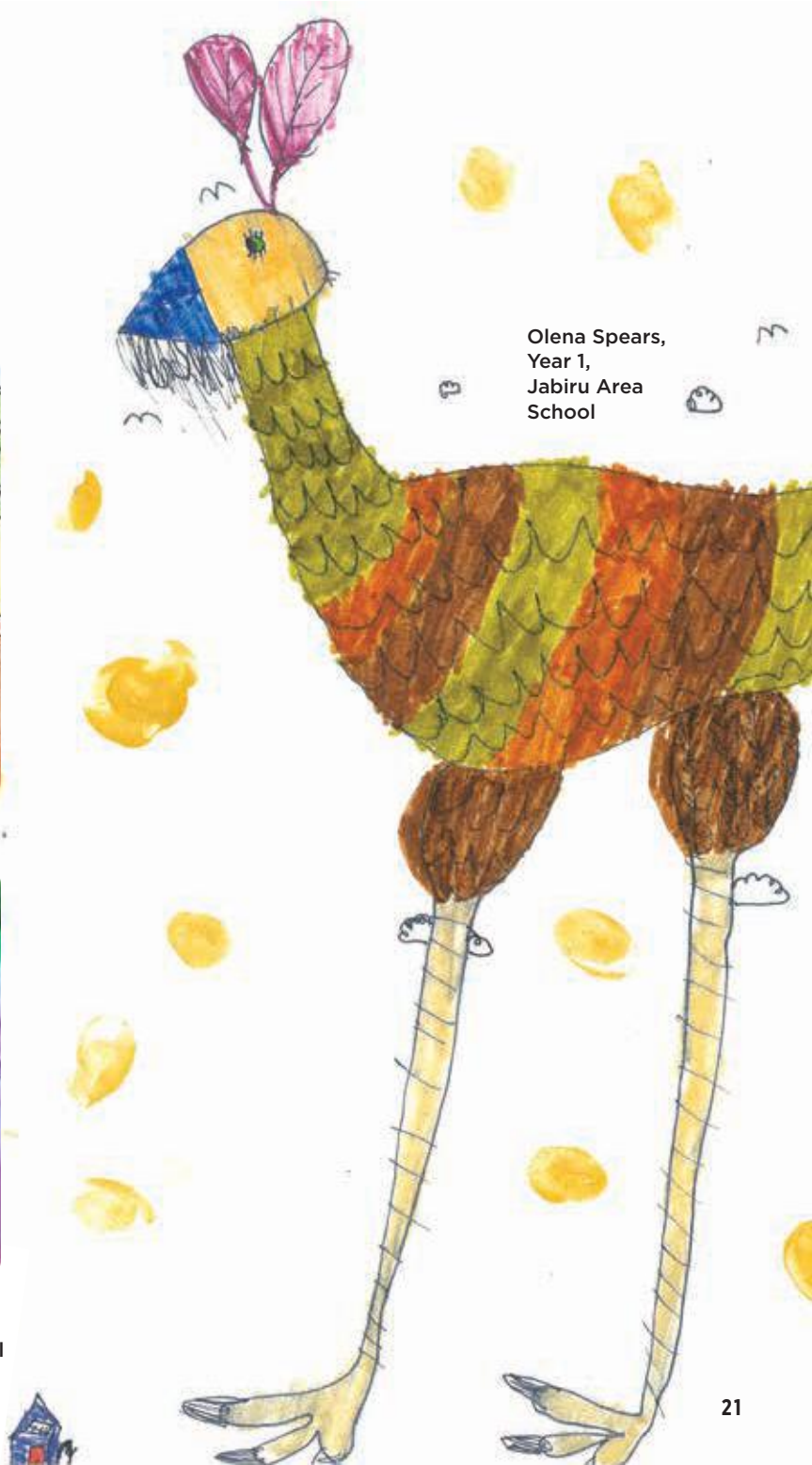


Centre: Joachim Jissan, Year 6, Wagaman Primary School
Bottom: Elsey Fern-Gollan, Year 1, Nhulunbuy Primary School

Website

Since launching our new website in September 2025, more members than ever are accessing NTCOGSO resources online.

- More than **8,000 active users**, an increase of **68%** on the previous year.
- Increased use of our governance resources and School Body templates, providing practical support to members across the Territory.
- One of the year's most visited pages was the news post announcement of the **NTCOGSO Student Art Competition 2026**, reflecting the enthusiasm of schools and families to celebrate student creativity.



Olena Spears, Year 1, Jabiru Area School

REPRESENTATION & ADVOCACY

Funded Activity

Northern Territory Council of Government School Organisations Incorporated (NTCOGSO), operational funding for a peak parent body for Northern Territory government schools and public education.

NTCOGSO was established in 1971 to represent the interests of families of children attending Northern Territory government schools and work in partnership with:

1. all school representative bodies for government schools in the Northern Territory, as defined in the *Education Act 2015*, and their respective school communities; and
2. key Northern Territory public education stakeholders to provide high-level representation and advocacy regarding the rights of all children to full participation in an equitable and just public education system.

PERFORMANCE MEASURE 1

NTCOGSO to maintain a ratio of 95% of school representative bodies, by region, affiliated with NTCOGSO.

2025-26 OUTCOME

100% of Northern Territory government school bodies were affiliated with NTCOGSO.

	NUMBER OF SCHOOL REPRESENTATIVE BODIES	NUMBER AFFILIATED WITH NTCOGSO	MEASURE ACHIEVED
Barkly	4	4	100%
Big Rivers	22	22	100%
Central	13	13	100%
Darwin	27	27	100%
East Arnhem	13	13	100%
***Top End**	27	27	100%

*The Top End total reflects the abolition of the Palmerston College School Council at the beginning of 2026. *(Rosebery and Driver Secondary School Councils established during 2026-27).*

	SCHOOLS WITH NO SCHOOL REPRESENTATIVE BODY	NUMBER AFFILIATED WITH NTCOGSO
Barkly	9	9
Big Rivers	4	4
Central	21	21
Top End	7	7

“ALL NORTHERN TERRITORY GOVERNMENT SCHOOLS, INCLUDING THOSE WITHOUT A SCHOOL REPRESENTATIVE BODY, ARE AFFILIATED WITH NTCOGSO.”

PERFORMANCE MEASURE 2

NTCOGSO to make formal contributions or responses on behalf of school representative bodies in all government schools in the Northern Territory to relevant educational policies and initiatives (dependent on opportunities).

2025-26 OUTCOME

NTCOGSO continued to represent the voices of parents, school bodies and Northern Territory government school communities through formal correspondence, policy feedback, submissions, meetings and national engagement.



Nathan McKendry,
Year 12,
Driver High School

Contributions and Responses to Educational Policies and Initiatives

Formal Submissions

DATE	JURISDICTION	SUBMISSION	FOCUS
November 2025	Australian Government	2025 Review of the Disability Standards for Education	Inclusion, awareness of the Standards, professional learning, remote equity, accessible infrastructure and meaningful consultation with families.
January 2026	Northern Territory Government	Northern Territory Workforce Development Strategy Consultation	Education workforce attraction and retention, regional and remote housing, local workforce pathways, vocational education and training, school-to-work transitions and future workforce development.

Federal engagement and national advocacy

NTCOGSO continued to represent Northern Territory parents and government school communities in national education discussions during 2025-26.

Submissions to the federal government

Review of the Disability Standards for Education

In November 2025, NTCOGSO made a submission to the Australian Government's 2025 Review of the Disability Standards for Education.

The submission reflected the experiences of Northern Territory families and school bodies and drew on NTCOGSO's Disability Standards survey, which received 69 responses. Only 62% of respondents had heard of the Standards before participating, while nearly 70% identified significant barriers to inclusion.



NTCOGSO called for:

- funded national professional learning accessible to remote educators;
- targeted resources co-designed with families and schools;
- culturally responsive information for Aboriginal families and EALD communities;

- targeted Commonwealth investment in accessible and safe government school infrastructure;
- culturally safe and accessible family consultation;
- reasonable timeframes for engagement;
- clearer expectations for continuity of support;
- reasonable adjustments to follow students across education and assessment settings; and
- recognition of bullying and exclusion as psychosocial hazards.

Anti-Bullying Rapid Review

The Northern Territory Department of Education and Training nominated NTCOGSO as a key education stakeholder for the Australian Government's Anti-Bullying Rapid Review.

On 15 July 2025, NTCOGSO participated in an in-person roundtable in Darwin led by Review co-chairs Dr Charlotte Keating and Dr Jo Robinson AM.

The roundtable discussed what was working and what needed strengthening in approaches to addressing bullying in schools. The discussion was intended to inform options for a consistent national standard for responding to bullying and its underlying causes.

NTCOGSO spoke about matters raised in our submission to the Review co-chairs, including:

- the need for culturally responsive national standards;
- recognition that behaviours may be described as "teasing" or "shaming" in remote Aboriginal communities;
- the disproportionate impact of bullying on students with disability;
- the connection between bullying, school refusal and disengagement;
- clear expectations for schools when responding to reported bullying; and
- meaningful engagement with remote communities and Aboriginal families.

Federal Minister and Peak Parent Body Roundtables

NTCOGSO participated in roundtables convened by the Federal Minister for Education with state and territory peak parent bodies. These meetings provided an opportunity for NTCOGSO to hear directly from the Australian Government and contribute Northern Territory perspectives to national policy discussions.

Meetings held:

4 July 2025
5 December 2025
20 March 2026





Aura Rainey,
Year 10,
Katherine High School





National representation of government school parents

NTCOGSO continued meeting with State and Territory School Organisations (STSOs) throughout 2025-26. These meetings enabled participating states and the Northern Territory to share jurisdictional information, discuss national education matters and maintain direct representation of their respective government school communities.

Submissions to the Northern Territory Government

Northern Territory Workforce Development Strategy

In January 2026, NTCOGSO made a submission as part of the Northern Territory Government's consultation on the Workforce Development Strategy.

The submission addressed two connected priorities:

1. Ensuring Northern Territory schools have the workforce required to support students now; and
2. Ensuring students and families have genuine choices and pathways into the Territory's future workforce.

NTCOGSO called for:

- long-term, place-based school workforce planning;
- stronger attraction and retention measures for regional and remote communities;
- adequate and safe housing for education staff;
- expanded pathways for Aboriginal educators, education assistants and support staff;
- greater access to vocational education and training, school-based apprenticeships and work-integrated learning;
- consistent career education beginning earlier in schooling;
- stronger links between schools, families, training providers, employers and communities; and
- recognition of stable school workforces as essential to student engagement, family retention and the Territory's long-term workforce capability.

Contributions and responses to education initiatives

School Representative Body Guidelines

NTCOGSO continued working with the Department on the School Representative Body Guidelines.

Our contribution drew on our direct governance work with school bodies across urban, regional, remote, and very remote communities. Matters raised included governance responsibilities, record keeping, and compliance requirements.

NTCOGSO supported retaining the minimum requirement of eight school-body meetings each year to ensure effective financial oversight, budget and procurement approvals, audit compliance, continuity of governance and participation in remote communities.

Contributions and responses to education initiatives

Secondary Education Reform

NTCOGSO supported schools and school communities undergoing change from the implementation of secondary education reforms.

This included supporting the transition involving Darwin Middle School and Darwin High School, and the cessation of Palmerston College along with the establishment of Rosebery Secondary School and Driver Secondary School.

NTCOGSO's support included:

- assisting principals with governance requirements arising from the new school arrangements;
- supporting community information and engagement meetings;
- facilitating school-body establishment meetings;
- supporting the development of new school-body constitutions;
- providing advice on membership, elections and governance processes; and
- supporting Annual General Meetings and elections for the newly established school bodies.

NTCOGSO also continued to share information with affected school communities and provide opportunities for parents and school-body members to raise questions during the implementation of the reforms.

PERFORMANCE MEASURE 3

NTCOGSO to maintain its membership on Northern Territory representative and advocacy-based groups, described by category (dependent on opportunities).

2025-26 OUTCOME

NTCOGSO maintained representation and participation in Northern Territory representative, advisory and advocacy groups, bringing parent and school-body perspectives into discussions.

- Representative and advisory group: School Education Advisory Group (SEAG), which provides a forum for education stakeholders to discuss policy, priorities and system-wide matters with the Chief Executive of the Department of Education and Training.
- Statutory representative body: Teacher Registration Board of the Northern Territory. Under section 7(1)(j) of the Teacher Registration (Northern Territory) Act 2004, one Board member is nominated by the Northern Territory Council of Government School Organisations Incorporated.
- Consultative and advocacy group: School Based Police Program Consultative Group, through which NTCOGSO provides parent and school-body perspectives on the program.

> **“WE REMAIN DEDICATED TO CHAMPIONING THE VALUES OF PUBLIC EDUCATION AND ENSURING IT REMAINS A STRONG AND THRIVING FOUNDATION FOR FUTURE GENERATIONS.”**

PERFORMANCE MEASURE 4

NTCOGSO to maintain its public promotion of public education in the Northern Territory.

2025-26 OUTCOME

NTCOGSO continued to promote public education as the foundation of opportunity for children and young people across the Northern Territory.

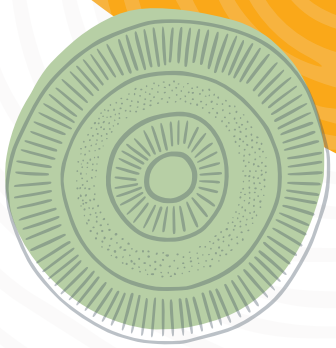
NTCOGSO’s core purpose is to champion public education and to ensure it is recognised as the foundation of opportunity for every child in the Northern Territory. This purpose is reflected in our representation, advocacy and communication with families, school bodies, governments and the broader community.

We know that public education is not only central to the growth and success of young people, but also vital to the health of our communities and to the Territory’s future. A strong public education system gives every child the opportunity to learn, participate and reach their potential, regardless of their circumstances or where they live.

During 2025-26, NTCOGSO promoted public education through:

- Media releases, interviews and public commentary promoting the value of public education and highlighting the contributions of government schools, students, families and communities.
- Newspaper advertising celebrating public education and student achievement in the NT News on 19 December 2025, recognising the record number of students completing their Year 12 Certificate, government school students represented among the Top 20 Year 12 students, the first NTCET graduates from Dundee Beach School, Numbulwar School and Ngukurr School, and **the top Indigenous student**, Molly Suradi from Darwin High School.
- Advocacy for needs-based funding and equitable resourcing so every government school can provide high-quality educational opportunities, regardless of location.
- Newsletters, the NTCOGSO website and social media showcasing government schools and their communities, sharing education developments and keeping families and school bodies informed and connected.

> **THERE IS NO SUCH THING AS A PERFECT PARENT. SO JUST BE A REAL ONE.**
>
> Sue Atkins





PERFORMANCE MEASURE 5

NTCOGSO to maintain its promotion of the positive outcomes arising from NTCOGSO and the Territory working collaboratively.

2025-26 OUTCOME

NTCOGSO continued working with the Northern Territory Government and the Department of Education and Training to strengthen public education and school-body governance.

NTCOGSO actively promoted the value and outcomes of this collaboration by explaining what had been achieved, recognising the contribution of the Territory and the Department, and showing how the work supported school bodies and government school communities.

The value of this relationship lies in the ability to exchange information, bring parent and school-community perspectives into departmental discussions, identify practical issues, work towards outcomes and communicate them back to government schools and their communities.

Examples promoted during 2025-26 included progress on the School Representative Body Guidelines, continued use of the Finance and Resource Management for Schools (FARMS) manual and supporting checklist, and governance support provided to school communities during secondary education reform.

NTCOGSO promoted these and other collaborative outcomes through:

- **Annual Report:** Providing a public account of joint activities, achievements and priorities, and showing how collaboration between NTCOGSO, the Territory and the Department supports government schools and their communities. The report is shared with members, government representatives, national counterparts and members of the Northern Territory Legislative Assembly.
- **Annual Full Council:** Providing a direct forum for the Minister for Education, the Chief Executive, departmental leaders and school-body representatives to discuss progress, recognise positive outcomes and identify future priorities.
- **Regional Councils:** Reporting back to members on engagement with the Minister and the Department, the development of policies and initiatives, and progress on matters raised by school communities.
- **Member communications:** Using newsletters, the NTCOGSO website, social media and direct updates to report on collaborative work and its outcomes for families and school bodies across the Territory.
- **School-body support:** Applying policies, guidelines and resources through practical advice and governance support, while sharing positive examples of how these resources strengthened local decision-making.
- **Government and departmental engagement:** Reporting feedback from school bodies and schools, recognising where collaborative work produced positive results, and identifying opportunities to strengthen implementation.

PERFORMANCE MEASURE 6

NTCOGSO to attend one Regional Council meeting in each region, each semester.

2025-26 OUTCOME

NTCOGSO maintained participation in Regional Council meetings across all regions through staff and Executive Committee attendance, including Regional Representatives. Meetings were conducted in person, online or in hybrid format to support participation and reflect members' preferred meeting arrangements.



Nathan McKendry,
Year 12,
Driver High School

"STUDENTS PROSPER WHEN FAMILIES AND SCHOOL COMMUNITIES WORK TOGETHER WITH A SHARED PURPOSE."

PERFORMANCE MEASURE 7

NTCOGSO communications are provided to all NT Government schools in urban, remote and very remote locations, across all regions.

2025-26 OUTCOME

Throughout the reporting period, NTCOGSO maintained a consistent program of communication across the Territory, providing information, updates and resources to every government school.

Regular communications were delivered through direct electronic newsletters, website news and resources, media releases and social media, including Facebook and LinkedIn. NTCOGSO's newsletter has a distribution of more than 1,000 members, with newsletters issued in Weeks 1, 3, 5, 7 and 9 of each school term.

Across 2025-26, NTCOGSO published:

- 20 newsletters
- 29 website news articles
- 6 media releases

Together, these represented 55 published communications.

The content covered a broad range of matters relevant to government school communities, including **school governance, funding and resourcing, infrastructure, secondary education reform, student wellbeing and inclusion, online safety**, alongside parent and community engagement, regional and remote education, grants, and opportunities for schools and students.

Significant matters were reinforced across multiple channels where appropriate, including electricity cost increases and subsequent government funding support, the **Disability Standards for Education consultation**, secondary education reform, student wellbeing, **eSafety, artificial intelligence, social media age restrictions, and deepfakes**.

NTCOGSO also used its communications to recognise positive outcomes and achievements across public education, share practical governance information, promote opportunities for schools and students, and keep school communities informed about matters being progressed with the Department of Education and Training and the Northern Territory Government.

SCHOOL EDUCATION ADVISORY GROUP (SEAG)

MEMBERS:

- CHIEF EXECUTIVE
- NTCOGSO
- AEUNT
- NT PRINCIPALS ASSOCIATION

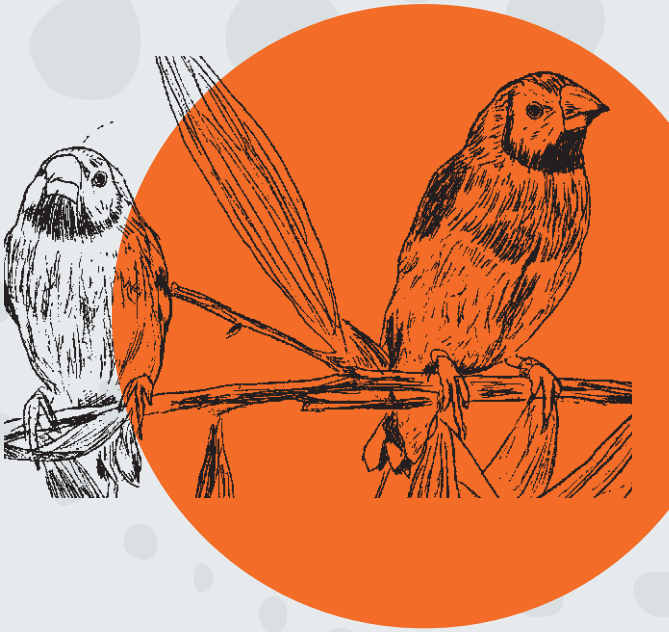


Heidi Reid,
Year 3,
Bees Creek Primary School

DATE	AGENDA ITEMS
10 Oct 2025	Chief Executive update • National Education Architecture Reform • Anti-Bullying and Teacher Workforce Plans • Income Management • Aboriginal Police Liaison Officers • Teacher Safety School Budgets Electricity Tariffs School Fees and Voluntary Contributions Policy and Guidelines Back to School Payment Scheme Review of Teacher Registration Board (TRB) Review of Northern Territory Board of Studies (NTBOS)
17 Nov 2025	Early Childhood Education and Care (ECEC) update Coronial Inquest - Humpty Doo Childcare Centre Secondary Reform and Palmerston Special School Boosting Literacy and Numeracy Teacher Registration Board (TRB) Act Workforce Development in NT Consultation NT Disability Strategy Action Plan 2028-2032 School Term Dates Consultation People Matter Survey Results
9 Feb 2026	Standing Ministerial Priorities Early Education and Care National Law Back-to-School Policy Change VET Architecture Safe and Supportive School Communities – conduct and behaviour framework

NTCOGSO & CHIEF EXECUTIVE

DATE	ADVOCACY AGENDA ITEMS
10 Oct 2025	**Funding & Resourcing** • Fixed Funding Increases • Utility Cost Increases – effective 1 July • Waiving Deficit Budgets (Dept Held Funds – EBA increases & leave) • Review of the Extended Personal Leave Policy • End Funding Disparity Between Middle and High School Students • Funding Equity | Specialist School Eligible Students in Mainstream Schools • Distance Education Funding Model Review • Funding for School Water Audits • DCDD IT Subscription Model for Schools • Teacher Laptop Replacement Program | Permanently remain with dept. • Teacher Annual Pay Increases Funded by NTG **Governance & Policy** • School Body Guidelines • Autonomy for Reserved Funds • School Body Recordkeeping Requirements • Waiting Lists for Specialist Schools • Governance Inductions | New Principals • School Policies | DET templates • Teacher Shortages | Recruitment & Retention • Healthy Food and Drink in Schools • Student Laptop Access and Equity • Parent Engagement Policy and Guidelines **Infrastructure & Facilities** • Palmerston | Specialist Education Centre • Palmerston College | STEAM Centre • Palmerston College | Security Audit and Installation of Security Mesh on Windows • Educational Facilities Design Guidelines • Larrakeyah Preschool | Infrastructure Stage 1 • Security Audit of NT School Facilities **Workforce & Housing** • GEH (Government Employee Housing) review – including domestic furniture standards • Pigeonhole (Nitjpurru) Housing • Teacher Housing Incentives



Rushel Dancel,
Year 10,
Katherine High School

NTCOGSO & CHIEF EXECUTIVE (CONT.)

DATE	ADVOCACY AGENDA ITEMS
10 Oct 2025	**Student Wellbeing & Inclusion** • Access to School-based Counsellors • Support and Resourcing for School Refusal and School Can't • Vaping Prevention in Schools | Year 6 Intensive Programs • Framework and Service Guidelines for Students at Risk **Health in Schools** • School-based Health-Promotion Nurses • Specialist Nurses in Specialist Schools • First Aid qualifications • Asthma and Anaphylaxis • Seizure Smart Schools • Type 1 diabetes in Schools program **Safety & Transport** • Lanyard Duress Alarm Systems for Schools • Student Safety on School Bus Services • Road Safety Guidelines for Schools **Regional & Remote** • Tennant Creek Residential Boarding Facility • Barkly Schools Education Plan **NTCOGSO Organisational** • Renewal of Office Premises Grant



Jana El Haj,
Year 4,
Jingili Primary School

"STRONG SCHOOL COMMUNITIES ARE BUILT WHEN FAMILIES, EDUCATORS AND COMMUNITIES WORK TOGETHER WITH A SHARED PURPOSE."



Izaya Berto-Miller, Year 10,
Katherine High School





Harry Gill,
Year 5,
Nightcliff Primary School





DEVELOP A PASSION FOR LEARNING. IF YOU DO, YOU WILL NEVER CEASE TO GROW.

Anthony J. D'Angelo

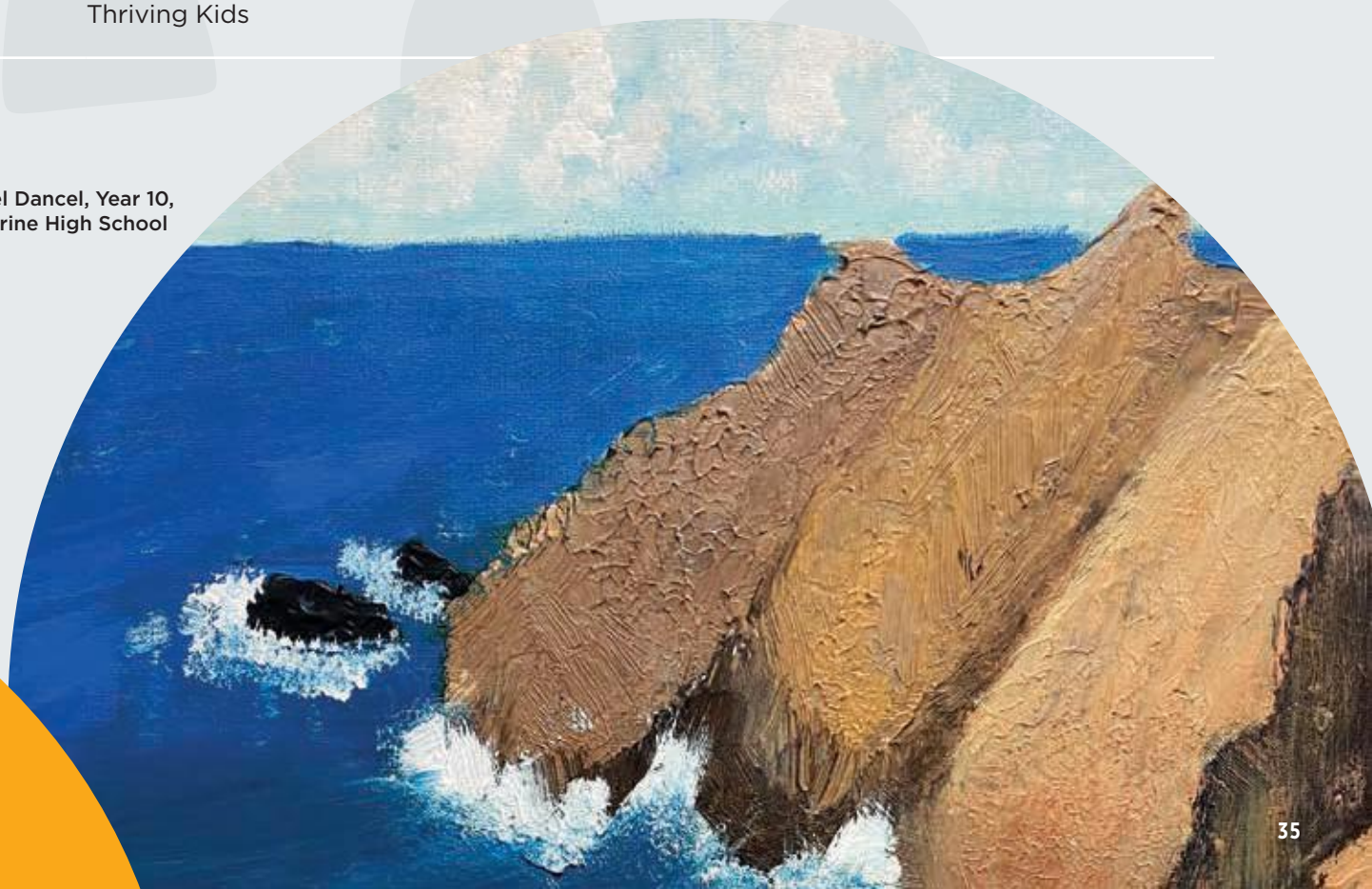


NTCOGSO & DEPUTY CHIEF EXECUTIVE

DATE	ADVOCACY AGENDA ITEMS
11 Dec 2025	**Full Council Motions:** • 2023 Student & Staff Safety | Lanyard Duress Alarm System Nemarluk School • 2023 Student Health and Nutrition Healthy Food and Drink in Schools | DET Policy • 2021 School Road Safety Guidelines School Resourcing Fund (SRF) 2025 LEAD Committees – Status, Oversight and Funding Electricity Pricing Reforms – 2025 Grants and 2026 Funding Department Templates for School Policies Barunga Security of Teacher Housing Chief Minister's Reading Competition Principal Updates & Induction Additional Pupil Free Day | Wednesday 28 JAN 2026
4 Feb 2026	**Full Council Motions:** • 2023 Student & Staff Safety | Lanyard Duress Alarm System Nemarluk School • 2023 Student Health and Nutrition Healthy Food and Drink in Schools | DET Policy • 2021 School Road Safety Guidelines LEAD Committees | Status, Oversight and Funding Electricity Pricing Reforms | 2025 Grants and 2026 Funding Department Templates for School Policies Chief Minister's Reading Competition Principal Updates & Induction 2024 | Student Safety | Two Adults on School Bus Services
1 May 2026	**Full Council Motions:** • 2023 Student & Staff Safety | Lanyard Duress Alarm System Nemarluk School • 2023 Student Health and Nutrition Healthy Food and Drink in Schools | DET Policy • 2021 School Road Safety Guidelines LEAD Committees | Status School Budgets Governance and Financial Management (SRBs) Facilities and Infrastructure School Review Program NT Schools Directory

NTCOGSO & FEDERAL MINISTER AND PEAK PARENT BODIES

DATE	AGENDA ITEMS
4 Jul 2025	Student Wellbeing Better and Fairer Schools Agreement Responsive Teaching and Family engagement for learning Jurisdictional Feedback Additional Pupil Free Day | Wednesday 28 JAN 2026
5 Dec 2026	Social Media Minimum Age Deepfake image-based content Recommendations Anti-Bullying Rapid Review National Standard on addressing Bullying in Australian Schools
20 Mar 2026	Antisemitism Education Taskforce Australian Teaching and Learning Commission F-2 Maths Curriculum Review The Anti-Bullying Rapid Review | Implementation Plan and Campaign Thriving Kids



Rushel Dancel, Year 10,
Katherine High School

PROVISION OF GOVERNANCE TRAINING AND ADVICE

We are extremely proud to demonstrate our strong performance against the agreed Governance Training Milestones for a fourteenth consecutive year.

MILESTONE 1:

Draft governance training schedule

At the commencement of each semester, NTCOGSO provides the Department with a draft governance training schedule outlining planned training activities and confirmed delivery commitments. The schedule provides a framework for service delivery while retaining the flexibility to respond to requests received from School Bodies and emerging governance needs throughout the semester.

NTCOGSO remains responsive to requests from School Bodies, with regional travel schedules planned to maximise engagement. Where practical, visits are coordinated across multiple schools and communities to increase participation and ensure the efficient use of travel resources. This approach supports equitable access to governance training and support for government schools across all regions, including urban, remote and very remote communities.



MILESTONE 2:

Governance training delivered

Under the Funding Agreement, NTCOGSO is required to deliver a minimum of 40 face-to-face governance training sessions per active Training Officer each year.

During 2025–26, NTCOGSO delivered 167 governance training and meeting support sessions across the Northern Territory. A total of 1,668 School Body members participated in governance training, mentoring and meeting support activities.

Governance training equips members with the knowledge and confidence to fulfil their responsibilities under the Education Act 2015 and Education Regulations 2015, strengthening their understanding of governance principles, legislative functions, decision making and effective meeting practices.

Meeting support provides practical, school-specific mentoring before, during and after meetings. This approach assists members to apply governance knowledge in practice, supports informed decision making, encourages meaningful participation and strengthens the effectiveness of School Bodies.

Through the continued delivery of governance training, meeting support and tailored advice, NTCOGSO remains committed to building governance capability, strong partnerships between schools and communities, and empowering members to contribute confidently to decisions that support positive outcomes for students.



MILESTONE 3:

Provision of advice

NTCOGSO is required to provide advice and support on matters relating to school governance.

During 2025–26, NTCOGSO responded to and resolved 293 individual governance enquiries. Advice and support were provided across five key areas: AGM preparation and compliance requirements, financial governance and school budgets, meeting processes and effective decision-making, parent and community engagement, roles, responsibilities and governance obligations.

Each enquiry was supported with tailored, practical advice to assist members to meet their legislative obligations and strengthen governance practices within their school communities.

Through this work, NTCOGSO continues to provide parents, teachers, Principals, business managers and community members with accessible expertise and guidance, building capability and confidence in fulfilling their governance responsibilities.

Note: The reported figure does not include the significant number of enquiries resolved in less than 15 minutes, which are not captured within this total.

MILESTONE 4:

Resources review and development

NTCOGSO is required to review and refine all governance training resources to ensure they remain accurate, practical and accessible. We continue to develop new materials that are culturally responsive and aligned with the Education Act, Regulations, and departmental policies and guidelines.

In addition, NTCOGSO committed significant expertise, time and resources to provide advice and feedback to the Department's comprehensive review of key School Body documents.

NTCOGSO greatly values its positive working relationships with the Department and the ongoing opportunities for collaboration to strengthen governance across all Northern Territory schools.

"WHEN PARENTS HAVE A VOICE, SCHOOLS ARE STRONGER AND STUDENTS HAVE GREATER OPPORTUNITIES TO THRIVE."

SCHOOL BODIES ENGAGED IN 2025/2026

66 school bodies engaged in 163 sessions.

1. Acacia Hill School Council
2. Alawa Primary School Council
3. Alice Springs School of the Air Council
4. Ampilatwatja School
5. Arlparra School
6. Bakewell Primary School Board
7. Baniyala Garrangali School Council
8. Barunga School Council
9. Batchelor Area School Council
10. Bees Creek Primary School Council
11. Berry Springs Primary School Council
12. Borroloola School Council
13. Braitling Primary School Board
14. Casuarina Senior College Board
15. Casuarina Street Primary School Board
16. Centralian Middle School Council
17. Centralian Senior College Council
18. Clyde Fenton Primary School Council
19. Darwin High School Board
20. Dripstone Secondary School Council
21. Driver Secondary School Board
22. Dundee Beach School Council
23. Gillen Primary School Council
24. Howard Springs Primary School Council
25. Jabiru Area School Council
26. Jilkminggan School Council
27. Jingili Primary School Council
28. Kalkaringi School Council
29. Karama Primary School Council
30. Katherine School of the Air Council
31. Katherine South Primary School Council
32. Lajamanu School Council
33. Larrakeyah Primary School Board
34. Ludmilla Primary School Council
35. Macfarlane Primary School
36. Maningrida College Council
37. Manunda Terrace Primary School Council
38. Middle Point School Council
39. Milingimbi School Council
40. Millner Primary School Council
41. Moil Primary School Council
42. Moulden Primary School Council
43. Nakara Primary School Council
44. Nemarluk School Council
45. Nganambala School Council
46. Ngukurr School Council
47. Nightcliff High School Council
48. Nightcliff Primary School Council
49. Nitjpurru School Council
50. Parap Primary School Council
51. Ramingining School Council
52. Regional Schools (various)
53. Robinson River School Council
54. Rosebery Primary School Council
55. Rosebery Secondary School
56. Ross Park Primary School Council
57. Sadadeen Primary School Council
58. Sanderson High School Council
59. Stuart Park Primary School Council
60. Taminmin College Board
61. Tennant Creek High School Council
62. Timber Creek School Council
63. Wagaman Primary School Council
64. Woolianna School Council
65. Wulagi Primary School Board
66. Zuccoli Primary School Council

PROVISION OF ADVICE

293*



School governance enquiries were addressed through practical and tailored support, enabling members to participate with greater confidence while promoting compliance, clear decision making and stronger partnerships across the school community.

NTCOGSO has provided guidance and support to school body members in response to enquiries relating to school governance, financial management, industrial relations, local decision-making and community engagement. Advice has been tailored to the specific needs and circumstances of each school community.

Over the reporting period, NTCOGSO delivered more than 150 hours of expert support through telephone, email, online and face-to-face consultations. This assistance supported parents, teachers, principals, business managers and other school community members with matters involving governance, financial management, parent and community engagement, and industrial relations.

NTCOGSO values the opportunity to assist school body members in addressing governance matters and building stronger decision making processes through practical, responsive and tailored advice.

> **“LEARNING FROM ONE ANOTHER IS THE GREATEST OPPORTUNITY WE HAVE TO PROVIDE ALL CHILDREN WITH A GREAT SCHOOL THEY DESERVE.”**
>
> Pasi Sahlberg

* Enquiries resolved in less than 15 minutes are not included in this total.

GOVERNANCE REVIEW OF PUBLICATIONS

We develop adaptable, culturally appropriate training presentations and resources to help School Bodies understand and fulfil their governance responsibilities under Part 6 of the *NT Education Act 2015: Parent and Community Involvement in Government Schools.*

NTCOGSO regularly reviews and updates a suite of resources and templates to support school body members including parents, community representatives, teachers, principals, students and invited members to undertake their governance roles effectively, strengthen decision making and maintain compliance.

These include

- AGM resources
- Decisions registers
- Finance checklists
- Frequently Asked Questions (FAQs)
- Governance guides
- Meeting templates
- Roles and Responsibilities handbooks
- Training presentations and slides

School Governance



General Meeting Minutes Template



Finance and Resource Management for Schools Checklist



Code of Conduct Checklist



These resources provide school body members with practical, accessible tools to confidently carry out their roles and responsibilities.

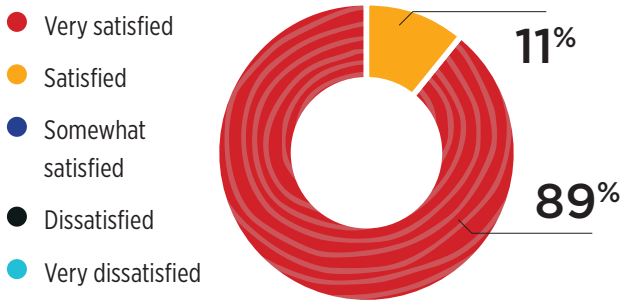
School Resource and Governance Framework



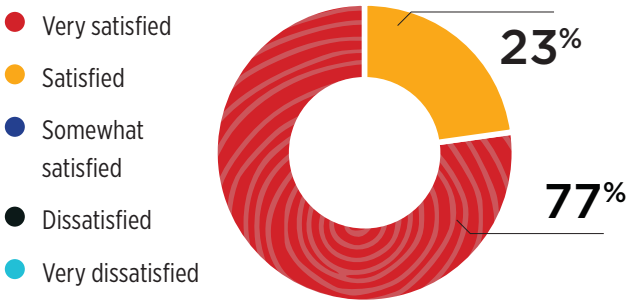
EVALUATION OF OUR TRAINING SERVICES

Analysis of feedback from School Representative Body members on training delivered.

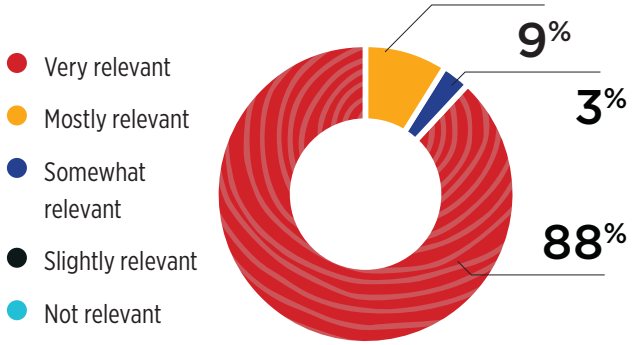
How would you rate your satisfaction with the quality of the content delivered?



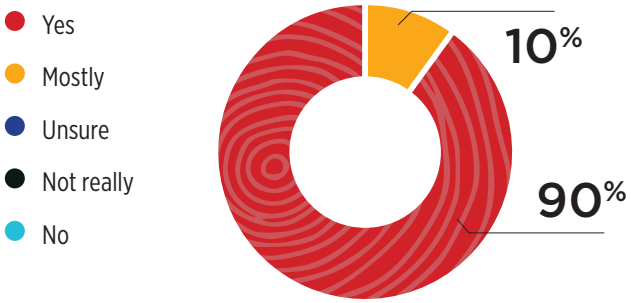
How would you rate your satisfaction with the quality of the resources?



How would you rate your satisfaction with the quality of the content delivered?



Following the training, do you feel you have a greater understanding of your governance roles and responsibilities?

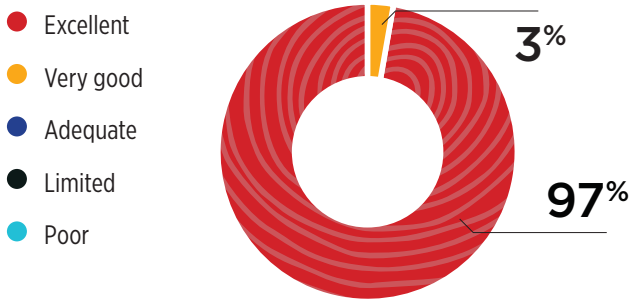


> **THERE IS NO POWER FOR CHANGE GREATER THAN A COMMUNITY DISCOVERING WHAT IT CARES ABOUT.**
>
> Margaret J. Wheatley

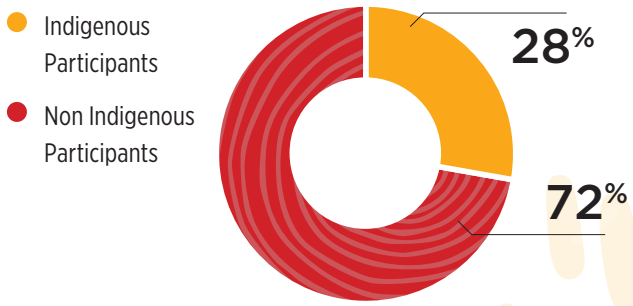
EVALUATION OF OUR TRAINING SERVICES (CONT.)

Analysis of feedback from School Representative Body members on training delivered.

How knowledgeable was the trainer?



Participation by Indigeneity



Do you have any other comments, questions, or concerns?

Thank you COGSO for joining our meeting after hours. So very, very helpful when it comes to building school council confidence.

Thank you COGSO for being accessible. Always available to take calls, respond to email promptly. I have a huge amount of confidence in the advice I receive.

Thank you for answering all questions in detail. Everything was easy to understand. I learnt a lot. Thank you for your time.

Great to be able to ask specific questions.

Strongly recommend other schools undertake this training.

Alice, our presenter, delivered clear and easy to understand information. Very easy to listen to.

Well presented, very clear and precise.

We had time pressures and a council decision to make that Alice was very skillful in facilitating.

Knowledge and guidance were truly appreciated. Thank you.

Thank you, can never stop learning and updating your skills.

FEEDBACK ON GOVERNANCE TRAINING



Nanami Dawe, Year 3,
Leanyer Primary School

How would you rate your satisfaction with the quality of the content delivered?

- Alice was very flexible and delivered relevant content tailored to our context.
- Great as always.
- Handout useful.
- Alice is incredibly knowledgeable.
- Excellent. Thank you.
- Very easy to understand - notes well set.
- Very professional; warm and engaging.
- Clarity and Policy understanding - fantastic.
- Pretensive, interactive & succinct.
- Great presentation - thank you.
- I liked the clear explanation of Operational vs Governance.
- I learnt quite a few things.

How would you rate your satisfaction with the quality of the resources?

- This will be my bible.
- The Governance References provided at the training & available online are invaluable - thank you.
- Great having a paper booklet.
- The hard copy was great to take notes and keep for reference.

> **PROGRESS IS IMPOSSIBLE WITHOUT CHANGE, AND THOSE WHO CANNOT CHANGE THEIR MINDS CANNOT CHANGE ANYTHING.**
>
> George Bernard Shaw

FEEDBACK ON GOVERNANCE TRAINING (CONT.)

How relevant was the information to you?

- I am a newly appointed member of the school council. I think that having these resources presented to me early was very valuable.
- Have done the training a few times and always learn something new.
- Second one in 5 years, great refresher.
- Will be helpful for future.

After the training, do you feel you have a better understanding of your governance roles and responsibilities?

- Group discussion & Qs very helpful.
- Secretary specific training with other councils would be amazing!
- Yes, I liked how we were able to talk about real examples.

How knowledgeable was the trainer?

- Alice is amazing.
- Great examples provided.
- Alice is incredibly knowledgeable.
- Lots of insight & examples given.
- Excellent knowledge & ability to share her knowledge.
- Michelle is the best!
- Very engaging & friendly.










READING



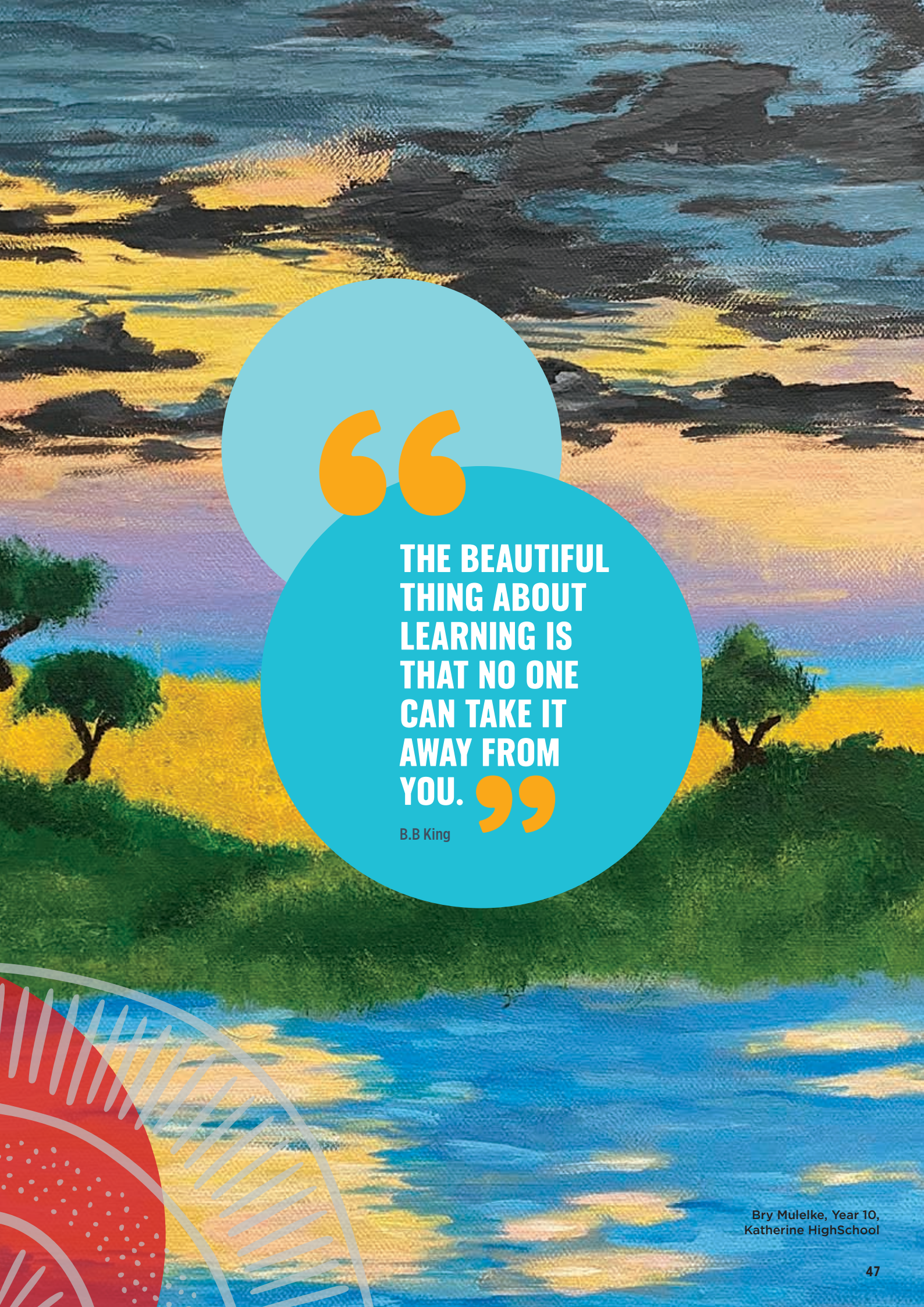


SCHOOL MILESTONES

SCHOOL	BIRTHDAY
Alekarenge School	70
Alice Springs School Of The Air	75
Darwin High School	70
Dripstone Middle School	20
Jingili Primary School	55
Katherine School Of The Air	60
Katherine South Primary School	50
Malak Primary School	45
Nemarluk School	40
Nhulunbuy High School	45
Nightcliff Primary School	65
Rosebery Primary School	15
Ross Park Primary School	65
Sanderson Middle School	50
School of Sport Education NT	5
Stuart Park Primary School	60
Tennant Creek High School	40
Wanguri Primary School	50



“A SCHOOL’S MILESTONE IS A CELEBRATION OF EVERYONE WHO HAS BEEN PART OF ITS STORY.”



Bry Mulelke, Year 10,
Katherine HighSchool



CELEBRATING NAIDOC WEEK

THE NEXT GENERATION: STRENGTH, VISION & LEGACY

6-13 JULY 2025

Ancestral Lines by Jeremy Morgan Worrall

This artwork is a visual representation of the generational lines that carry through my mob. When I think of the next generation, I think towards my ancestors—Lucy Wright, Enoch Wright, Nonie Wright—through to my Nanna Audrie and my Mother Vanessa. Looking back gives me the strength and vision to look forward. Each figure in the painting is tied to family lines, like songlines, reflecting what they knew and what they passed on. The first represents lore, hunting, and tracking. The second reflects care, weaving, and love. The third shows the two combined, while the final two carry unfinished elements—symbols of knowledge and care in motion. Above them sits the essence of Country—swirling skies and a giant moon over Emmaville. It is by the fire, under these cool skies, where the next generation finds their strength, vision, and legacy.

Aboriginal Flag designed by Mr Harold Thomas. Torres Strait Islander Flag reproduced by kind permission of the Torres Strait Island Regional Council, designed by the late Mr Bernard Namok

#NAIDOC2025 **#BLAKLOUDPROUD**

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“TEACHING IS THE GREATEST ACT OF OPTIMISM.”

Colleen Wilcox



NT COGSO

THE VOICE FOR NT PUBLIC EDUCATION