



Australian Government



Northern Territory
Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES

LITERACY AND NUMERACY

CLOSING THE GAP (ENHANCING EDUCATION)

NORTHERN TERRITORY Annual Report for 2010 (for period ending 31 March 2011)



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Section 1 – Smarter Schools Summary

Overview

Northern Territory's strategic direction for education, as described through *Territory 2030* and enacted through initiatives under the strategic plans of all education sectors, is very much aligned to the National Goals for Young Australians and is focussed on achieving the outcomes under both the National Education Agreement and National Indigenous Reform Agreement.

The *Smarter Schools National Partnerships (SSNP)* are substantially assisting the Northern Territory to drive reforms in 134 schools, within regions/sectors and across the system. Additional support provided under the *Enhancing Education* component of the *Closing the Gap National Partnership Agreement* is embedded in the Northern Territory's SSNP reform and is intensifying the effort to improve outcomes for the significant subset of students living in prescribed town camps and communities.

2010 Key highlights

The Northern Territory's reform effort is beginning to gain momentum. Positive incremental improvement is emerging with literacy and numeracy outcomes against measures under the National Assessment Program – Literacy and Numeracy (NAPLAN) and Northern Territory Curriculum Framework improving. Student attendance continues to be a challenge, however, the implementation of a range of specifically targeted initiatives is underway. While the impact of improvement generated by these initiatives on system measures will take time to emerge, there is significant progress being made at a number of individual schools which is continuing to build momentum and show that positive change in this challenging area can and does occur.

Northern Territory's SSNP focus continues to be on

- attracting, developing and retaining a strong, effective remote workforce
- building capability to implement targeted place-based whole school improvement approaches
- ensuring teachers have access to professional learning and coaching support to implement evidence-based approaches that target specific students learning needs
- building strong partnerships with families, community, business and industry
- developing flexible and innovative solutions to support remote students engage more fully with education and ensure their effective transition to post schooling pathways.

Cross sector collaboration

The Northern Territory continues to enjoy strong cross-sectoral working relationships, with the Non-Government Ministerial Advisory Council providing strategic governance over SSNP. While each sector is progressing reform independently within their schools, the common direction as set out in the Implementation Plan is being progressed, and a number of initiatives with benefit for all schools are being implemented cross-sectorally.

School Level Plans

All schools that have received funding under the SSNP are expected to publish annual school improvement plans online, through the Northern Territory's [SSNP website](#).

Section 2 – Improving Teacher Quality

Overview

The Northern Territory has contributed to the development of national facilitation reforms and has ensured that national directions are embedded in legislation, regulation and policy. Implementation of these reforms has commenced and will continue in 2011 as national directions are agreed and finalised.

Attracting, retaining and developing teachers to remote schools continues to be a particular challenge for the Northern Territory. To assist address this particular emphasis has been on better preparation, support and incentives for teachers in remote contexts, and on building the capacity of the Indigenous workforce to increase the number of qualified local recruits in schools.

Improved workforce data systems are also positioning the Northern Territory to monitor and report more effectively, and are informing evidence-based decision making about the suitability of the strategies being implemented.

Partnerships with other jurisdictions and tertiary institutions are enhancing work around remote teacher recruitment and retention and are ensuring practicum programs offer opportunities for real remote experiences as part of pre-service teacher education programs.

Progress against TQNP Facilitation Reforms

National Professional Standards for Teachers

The Northern Territory participated in the development of the *National Professional Standards for Teachers*, and the Teacher Registration Board is responsible for leading implementation.

In the latter half of 2010, practicing teachers representing the four career dimensions (graduation, competence, accomplishment and leadership) participated in a stakeholder survey to consider the standards and provided extensive feedback – particularly in relation to their usefulness, applicability to diverse teaching contexts in the Northern Territory, types of evidence required of a standard and the challenges and issues that required further attention.

The Board's Standards and Professional Learning Committee participated in a validation of the Standards that took into account the range, types and quality assurance of evidence required of each of the 7 Standards. Implementation will be phased in over the next two years with wide consultation across all sectors to ensure relative consistency in making transition arrangements in the Northern Territory.

In the meantime, the *Standards for Competent Teachers* will guide the transition from Provisional to Full Registration as well as renewal of registration requirements for fully registered teachers.

The Board and other stakeholders will continue to work closely with the Australian Institute for Teaching and School Leadership (AITSL) to ensure that a range of support materials for teachers are developed to assist facilitate a smooth process of transition.

National Certification of Accomplished and Lead Teachers

The Northern Territory has introduced a new Highly Accomplished and Leading Teacher (HALT) program that acknowledges through remuneration and career opportunities, practicing teachers who achieve high standard of teaching leading to improved student outcomes. The Northern Territory is commencing transition from its existing Teacher of Exemplary Practice (TEP) program during 2011, with candidates to undertake a progressive certification process throughout the year. The first HALT certification will be granted commencing in 2012. The Northern Territory is committed to ensuring that HALT teachers are available to support schools in most need, including remote schools.

The Northern Territory will continue to participate in the development of agreed guidelines for the national recognition and certification of teachers at higher levels. As part of the *NTPS Teacher and Educator 2010-2013 Enterprise Agreement* it was agreed that the HALT program would replace the TEP program, and that the HALT program would be reviewed by December 2012 to take into consideration

any relevant national directions.

Nationally Consistent Registration of Teachers

The Northern Territory's *Teacher Registration (Northern Territory) Amendment Bill 2009*, passed in February 2010, has positioned the Northern Territory to move toward nationally consistent registration. This included:

- the introduction of two categories of registration – provisional and full
- requiring teachers to meet registration requirements every five years, based on evidence of ongoing competence and good character
- having clearer powers to undertake disciplinary and compliance procedures
- having better access to information from third parties.

The new Act commenced on 1 September 2010, and since then the Board has granted 322 provisional registrations to recognise teachers who are new graduates that require a period of support, mentoring and professional growth in order to meet the standards of professional practice for competent teachers. Teachers who are returning to the profession after a long period of absence, and teachers whose only teaching service has been overseas are similarly granted provisional registration.

The Northern Territory participated on the Nationally Consistent Registration of Teachers Policy Framework working group, and continues work to align policy in order to implement agreed non-legislative changes.

National Accreditation of Pre-service Teacher Education Courses

The legislative changes implemented with the commencement of the new Act on 1 September 2010, provided the Teacher Registration Board with the authority to accredit pre-service teacher education programs in the Northern Territory.

The Northern Territory participated actively in the consultation process undertaken during 2010 around the national accreditation of pre-service teacher education courses, and continues work to clarify and resolve outstanding issues in order to ensure an effective transition to align with the national standards.

The Northern Territory's existing *Professional Standards for Graduate Teachers* will continue to underpin key activities such as the accreditation of initial teacher education programs offered through Charles Darwin University (CDU) and Batchelor Institute for Indigenous Tertiary Education, until the national work is finalised.

Professional Development and Support for Principals

The Northern Territory continues to maintain a focus on building capacity of principals to drive school improvement and deliver improved outcomes for students. In partnership with CDU, the Northern Territory Government is establishing the Centre for School Leadership, Learning and Development which aims to

- provide high quality professional learning and development programs and activities for school leaders, aspiring school leaders and teachers. Programs will have a strong focus on teaching instruction and instructional leadership, with particular focus on leaders operating in remote schools
- build leadership capability of current and aspiring school leaders through the introduction of the *National Professional Standards for Principals* and the *National Professional Standards for Teachers*
- conduct research and provide advice about innovative and cutting edge leadership and professional learning program content and design in order to respond to workforce capacity demands in the Northern Territory.

The Centre is transitioning to operate from CDU in 2011.

In addition the Northern Territory

- is trialling a range of site-specific inclusive leadership models in very remote schools, that provide enhanced support to principals to develop strong partnerships with local community leaders/families and enhance the cultural connections with the school and education
- has introduced a strengthened organisational structure that enhances the support for principals through a regional service delivery model that includes six-regionally based Directors of School Performance whose role is to support principals drive school improvement and enhance performance to deliver improved outcomes for students
- is assisting principals better lead school improvement through the introduction of enhanced regional and school-based support for literacy and numeracy learning, teaching of multi-lingual learners, data literacy/diagnostic systems and business support systems
- through the development of Regional Plans aligned to system priorities, is providing enhanced clarity to principals about the associated performance targets and measures of success expected their schools.

Improved Performance Management and continuous improvement in schools

During 2010 the Northern Territory implemented a range of reforms to enhance the performance of the teaching workforce and continue to drive improvement. These include:

- an enhanced selection and induction process for positions in remote schools that ensures the recruitment of educators with the appropriate skills and disposition are supported to prepare for work in challenging remote schools. This has been achieved through the introduction of an intensive recruitment process that includes personality profiling, contextually relevant induction programs, clearly articulated expectations about roles and responsibilities as well as access to on-call remote support officers and opportunities to provide feedback through mid-year orientation recall processes. Access to rewards for demonstrated medium-term commitment to remote schools have also been introduced.
- scoping for the 2011 introduction of a Teaching Excellence Program which recognises high performing remote teachers who contribute to the improvement of classroom performance. Participants selected on their demonstration of effective implementation of innovative approaches to improve attendance and literacy and numeracy outcomes, will be provided access to fully supported high quality content based professional learning focussed on practical strategies to improve teaching and learning.
- industrial coverage to support a range of reforms under the Smarter Schools National Partnerships through negotiations under the *NTPS Teacher and Educator 2010-2013 Enterprise Agreement* such as trial of extended school day/year arrangements, the introduction of HALTs and incentives for the remote workforce.
- the probation and performance management policy for the department has been reviewed and strengthened and a Capability and Leadership Framework has been implemented. A range of supporting tools have been developed to assist principals engage in performance management conversations which support career progression and identify development opportunities. An assessment model based on the 'proficient teacher' standards contained in the *National Professional Standards for Teachers* is being developed as is an online Performance Management Master Class that aligns with the standards. An online Master Class to strengthen probation processes is also being implemented.

New Pathways into Teaching

The Northern Territory has been supportive of national reforms in this area, such as those under the *Teach for Australia* model, and has commenced exploring options for how this may be extended to the Northern Territory remote context through the Centres of Excellence model.

As part of the Indigenous Workforce Development reforms, regional officers are exploring options to support Indigenous students in remote schools with an interest in pursuing educational careers to progress these pathways.

Better Pathways into Teaching

The Northern Territory's reforms in this area have been focused on supporting Assistant Teachers to obtain paraprofessional qualifications and, where they are wanting to progress, supporting them to upgrade to teaching qualifications. These reforms are discussed in more detail in the *Indigenous Education Workforce Pathways* section of this report.

Improved Quality and Availability of Teacher Workforce Data

The Northern Territory has contributed to national activity to improve workforce data through participation on the taskforces associated with the Teacher Quality reform agenda and representation on the National Teacher Dataset sub-group. The Northern Territory also supported the National Staff in Australian Schools survey.

At the local level, a significant focus has been on increasing the availability of workforce data to improve the quality, coverage and completeness of staff demographics, occupancy and payroll information. This is being achieved through:

- development of Professional Development Database to capture professional learning
- enhancements to the Staff Management System to collect and report on more granular datasets
- improved reporting functionality in the *Teaching in the Territory* online recruitment application
- cleansing of datasets to allow for longitudinal workforce reporting on metrics such as length of stay (in school/organisation) and teacher turnover
- establishment of a dedicated team to report on workforce metrics
- development of repository to capture data on training undertaken by Indigenous staff.

Indigenous Education Workforce Pathways

This area of reform is a significant priority for the Northern Territory not only to assist build a sustainable workforce that is proportionally representative of the population, but also as it aligns closely with the reforms under the *Closing the Gap National Partnership*. During 2010 a range of initiatives supported this reform including:

- More Indigenous Teachers initiative which provides fellowship, cadetship and scholarship opportunities to assist Indigenous Territorians to become teachers in the Territory and encourage Indigenous students to consider a career in teaching.
- Site based Indigenous pre-service teacher programs. The Catholic Education sector's *Growing Our Own* initiative was delivered at six remote and very remote sites. Within the government sector the *Remote Indigenous Teacher Education (RITE)* program was delivered at 2 sites.
- *Indigenous Teachers Upgrade Program* to enable Indigenous teachers with three year Associate Diploma of Teaching/four year Diploma of Teaching to obtain a bachelor degree qualification.
- Support for school-based para-professionals to complete qualifications such as Certificates III and IV in Education Support, Diploma of Education Support and Certificate III in Children's Services.

Where ever possible, site-based learning is offered to school-based staff who are completing or upgrading qualifications to enable them to continue working and living in their home communities throughout the duration of their course. In all sectors they are supported by mentors who provide guidance and ensure students are on track with their courses. In the Arnhem Region, a Literacy and Numeracy Coach has been employed to assist those who require additional assistance in this area. The success of these supported site-based models is demonstrated through the increasing number of course completions (refer Section 4 of this report for further details).

Quality Placements

The Northern Territory is committed to enhancing pre-service teacher education programs that provide opportunities to train for and prepare for teaching careers in the Northern Territory.

In collaboration with the CDU, the Department of Education and Training operates the Teaching School program, where accredited schools aim to prepare workplace ready graduates who fit the current schooling paradigm from day one of employment. Teaching Schools work in partnership with the academic staff of the School of Education to align the academic learning and professional experience of teachers. There are currently 37 government and 4 Independent schools involved in the Teaching School program of which 28 are primary and 15 are middle/secondary.

In addition, the Northern Territory maintains partnerships with a number of interstate tertiary institutions – including Deakin University, Monash University and University of Western Sydney who regularly place practicum teachers in remote schools.

In 2010, the Northern Territory has been scoping work to extend these programs through the introduction of a Remote Practicum Placement Program which will involve up to 30 pre-service teachers from five universities who will be offered fully funded remote work placement for 3 to 5 weeks. Five universities are identified to participate in this program (Monash University, Deakin University, Flinders University, James Cook University, Charles Darwin University). The aim of this program will be to attract undergraduates nearing the completion of their degrees and to provide an opportunity that enables them to consider working in the Northern Territory remote schools when they are qualified. The first of these programs will commence in Semester 2 2011.

School Centres of Excellence

During 2010, the Northern Territory scoped the opportunities available to establish Centres of Excellence in two very remote sites. Logistical challenges – such as availability of teacher housing – were considered, as were a range of sites and models of delivery that would provide undergraduates quality opportunities to engage with teaching Indigenous students from remote and challenging contexts.

Barkly College in Tennant Creek (very remote), and Katherine High School (remote) have been identified as the two sites at which the Northern Territory's Centres of Excellence will be established. Both sites have access to accommodation, transport and school leaders positioned to deliver this reform. Furthermore they both have significant Indigenous student cohorts, many of whom live in prescribed areas under the *Closing the Gap National Partnership*.

Further work is to be undertaken in 2011 to establish these Centres and this will include discussion with the Teacher Registration Board and exploration of the potential to establish a remote-focused *Teach for Australia* program.

Progress towards meeting Teacher Quality National Partnership (TQNP) Reward Reforms

The Northern Territory continues to progress activity to meet TQNP reward reforms in the areas of

- Improved pay dispersion to reward quality teaching
- Improved reward structures for teachers and leaders who work in disadvantaged Indigenous rural/remote and hard to staff schools
- Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous rural/remote and hard to staff schools
- Continual improvement program for all teachers
- Indigenous teachers' and school leaders' engagement with community members

An Addendum to the Bilateral Agreement and Implementation Plan has been developed providing further detail about the intended deliverables in these areas, and evidence of progress will be reported through the COAG Reform Council reward processes in 2011.

Challenges to Implementation/Progress

The Northern Territory continues to be challenged by attracting and retaining quality remote teachers, however reforms being implemented under the TQNP through are assisting in this area. This is particularly relevant for those reforms focused on providing improved preparation, support and incentives to teach remote and those aimed at increasing the remote Indigenous workforce.

Some progress of facilitation reforms has been delayed as a result of the time taken to negotiate national-level reforms, however as these are becoming available the Northern Territory is committed to working to implement them locally.

As the Northern Territory's key reforms are focused on remote education, there are significant challenges in preparing for and implementing some initiatives. There has been some delay in the implementation the Centres for Excellence and the Remote Practicum Placement Program to allow for adequate planning that takes into consideration logistical arrangements, school leadership and appropriate site selection. These initiatives are now positioned to be implemented during 2011.

Support for Aboriginal and Torres Strait Islander Peoples and Other Cohorts

The key reforms under the Northern Territory's TQNP reform are focused on improving the remote workforce to ensure quality teachers, who are prepared for remote education are in classrooms delivering instruction to the most disadvantaged, and often most challenging, students. The alignment (and funding) of many of these reforms to the *Closing the Gap National Partnership* ensures that Indigenous students living in prescribed communities and town camps benefit most.

The reforms focused on building the Indigenous workforce are also aimed at building a sustainable local workforce that will, over time, be representative of the proportional Indigenous population in the Northern Territory. This will assist to strengthen the cultural connections between schools and communities and to develop and embed locally relevant content into curriculum.

Showcase

Remote Teaching Service

The Remote Teaching Service (RTS) has been established to focus on addressing the challenges of recruiting, retaining and developing teachers suitable for remote schools – for placements of two years or more. Significant work has been progressed to attract, prepare, and support quality recruits to work effectively in remote school contexts.

Through the RTS, the Northern Territory is leading the National Alliance of Remote Indigenous Schools (NARIS) which involves 173 selected remote and very remote Indigenous schools across Queensland, New South Wales, South Australia and Western Australia

During 2010, the RTS also achieved significant progress locally including the establishment of:

- *Teach Remote* marketing campaign to attract teachers to work in remote locations resulting in 250 new applicants specifically applying to teach in remote schools in the Northern Territory
- biannual recruitment and online application processes
- innovative screening and assessment tools to assess the suitability of applicants to work in remote locations
- a three-tiered induction program (system, region, school) developed around three themes (preparing, living, teaching) that includes contextual orientation, pre-service training and online professional and personal support for teachers in remote schools
- Remote Teacher Support Officers that provide dedicated and personal support to remote teachers
- tailored professional development through recall conferences and online professional support, as well as planning for the national conferences specifically targeting remote teachers and school leaders.



In addition, a number of industrial issues were explored to enable:

- urban teachers to transition into remote schools with right of return to their school
- teachers to work across jurisdictions with right of return to their schools
- specific financial incentives for remote teaching staff.

Since August 2010, 506 complete applications for the RTS have been received. Subsequent to the screening process, 184 were identified as suitable for teaching in remote contexts and 159 have taken up roles in the Northern Territory's remote schools. Monitoring of these teachers is ongoing to ensure they are supported and provided opportunities to progress their careers in teaching in the Northern Territory. To assist build an understanding of the remote workforce, entry, exit and progression of these teachers is being monitored and will inform future programs and support.

The [Teaching in the Territory](#) website contains more information about support available for remote teachers through the RTS.

Remote Indigenous Teacher Education Program

The Remote Indigenous Teacher Education (RITE) program is delivered in partnership with Charles Darwin University and has been piloted at Maningrida School and Shepherdson College. As at December 2010, there were 11 participants in the program which supports local Assistant Teachers to complete an intensive two-year Bachelor of Teaching and Learning while working in their local school and remaining active and positive members of the local community.

The retention of teachers in remote schools is fundamental to improving student outcomes, and Indigenous teachers working in communities provides a stable presence that helps keep students engaged. Entrants to the program are provided with intensive literacy and numeracy instruction before undertaking the course to prepare them for their study, and supported onsite by a full time lecturer.

"I think we're really lucky to have lectures on-site and be so close to the classrooms and have teachers all around us. It's been really testing-testing my nerves, testing my resilience – but ultimately I have an opportunity that can take me around the world. It's important to me to show young people in Maningrida that anything is possible".

2010 RITE Participant

Sustainability

The sustainability of many facilitation reforms has been achieved through embedding their requirements formally through legislation and the enterprise bargaining agreement.

The focus on better preparing teachers (through pre-service programs, improved screening, induction and support) for remote teaching contexts is designed to ensure the selection of staff appropriate for these contexts and reduce turnover and provide improved teaching continuity. Improved workforce monitoring will also monitor these teachers career pathways to better optimise this journey.

Increasing the capacity of the Indigenous workforce and increasing the number of Indigenous teachers in Northern Territory schools will increase the local workforce and ensure schools are better equipped to understand and adapt teaching and learning appropriate to the cultural circumstances of each community.

Section 3 – Low Socio-Economic Status School Communities

Overview

The Northern Territory has a substantial challenge in supporting schools with significant cohorts of disadvantaged students, with 61% (116) of schools represented under the *Low Socio-Economic Status School Communities National Partnership*. Of these schools, 79% (92) are also eligible for support under the *Closing the Gap National Partnership*. Whilst this provides welcome additional resourcing to intensify effort for students living in prescribed areas of the Northern Territory, it also demonstrates the interconnectedness of the work under these two national partnerships and the significant distribution of remote and very remote Indigenous students within the Northern Territory.

While the focus of all these schools is on improving literacy and numeracy outcomes as a foundation to prepare students for successful transition from school to further education, training or employment, most must first address student attendance, engagement and wellbeing issues as key enablers for learning. In many schools, students repeatedly display poor or irregular attendance in large part because they experience extreme poverty, often living in overcrowded or non-permanent homes, with little access to support for their basic well-being such as adequate sleep, hygiene, nutrition, parental care/ supervision, medical attention and/or safety. Those most affected have sometimes been exposed to significant trauma and/or are exposed to mental illness either directly or through close association. Some students also often lack the basic behavioural or social preparedness to participate in schooling and can cause significant disruption when placed in classes without adequate support. Working closely with families and members of the local community to identify ways to address these issues, and increase the value of schooling is essential.

Support provided under the *Low Socio-Economic Status School Communities National Partnership* is enabling schools to develop localised strategies designed to address their specific contextual challenges and implement new and innovative ways to address old problems. Regional and system initiatives have been designed to support school improvement and ensure all activity is aligned to the broader reform direction.

Whilst 2010 was the first full year of activity under this National Partnership, substantial progress has been made in gaining momentum for reform. Implementation planning undertaken in 2010 is positioning schools, regions and the system for consolidation in 2011. Never the less, aggregated performance data for these schools is showing early progress, with

- improved Mean Scale Scores for all students and Indigenous students in reading (NAPLAN)
- an increase in the number of students achieving at or above National Minimum Standard in reading (NAPLAN)
- increased participation in all year levels in reading and numeracy (NAPLAN)
- increased number of 15-19 year olds participating in VET and school based apprenticeships
- improved student achievement in both NTCE and VET unit of competency achievement for both Indigenous and non-Indigenous students.

However, substantial change to attendance continues to be a challenge, with performance against previous years showing little or no increase in the number of students enrolled and regularly attending school at a cohort level. It should be noted that behavioural changes required to substantially impact system data are unlikely to be demonstrated in the short-term. However, the intense focus on this issue at the system, regional and school levels is beginning to show a number of schools performing well against these indices as a result of targeted reform effort. For example:

- the number of students attending over 80% - and in some instances 90% - has grown between 9% and 30% at Alekerenge School, Elliott School, Gunbalanya School and Maningrida School.
- between 30% and 90% improvement in average student attendance has been achieved at Laramba School, Mamuruni School, Nyangatjatjara College, Pigeon Hole School, Woolianing School and Kiana School.

Where students are enrolled in - and regularly attending - school significant improvement has been made in student attainment, both in national NAPLAN testing and student improvement against the Northern Territory Curriculum Framework (NTCF).

Section 9 of this report provides detail against the aggregated performance measures for schools under the *Low Socio-Economic Status School Communities National Partnership*.

Significant Achievements of National Partnership reforms

School-Level Initiatives

School leaders have been supported through a number of targeted initiatives to develop and implement site-based solutions to address the local needs of their schools.

Through the **Remote Whole School Reform (RWSR)** initiative, 20 schools in the Northern Territory's largest very remote communities (17 government and 3 Catholic) have been supported to adopt flexible and innovative ways to address the complex issues experienced in the largest very-remote communities in the Northern Territory. The range of activities at these sites include:

- implementation of inclusive leadership models such as Senior Cultural Advisors, Cultural Liaison Officers and Community Mentors
- training and coaching programs to enhance community members engagement with, participation on and governance of school councils
- specialist staff and programs to enhance student engagement and retention such as through VET, after school activities/excursions, music, arts and sport
- purchase of equipment to support tailored intervention – such as sound amplification systems
- whole-school professional development in literacy, numeracy and positive behaviour
- programs and staff to facilitate pathways for disengaged youth
- readiness for school programs focussing on early childhood
- support and programs for Assistant Teachers to gain qualifications
- programs and staff to improve family and community connection with schooling, and to monitor attendance
- exploration of opportunities to modify the school day and calendar to increase flexibility and accommodate seasonal/cultural events..

This initiative is co-funded under the *Closing the Gap National Partnership*, and fifteen of the sites are involved in the *Remote Service Delivery National Partnership*.

Through the **Engaging Urban Students (EUS)** initiative, 16 schools (14 government, 1 Catholic, 1 Independent) have been supported to implement strategies that aim to address the barriers to education experienced by disadvantaged students living in urban (provincial) and regional (remote and in the case of Tennant Creek, very remote) areas. A number of Indigenous students attending schools, particularly in the Katherine, Barkly and Alice Springs regions are either from town camps or are dislocated (sometimes transient) from within communities, and as such 11 of these schools have been identified as eligible for support under the *Closing the Gap National Partnership*. The range of activities at these sites include:

- dedicated transport services for students who would otherwise not have access to support to attend school on a regular basis
- nutrition programs (breakfast and emergency lunch)
- health, hygiene and wellbeing support (uniforms, showering, nurse, clinic check-ups, sleep)
- Parent and community engagement activities (open days, cultural activities, events, structured programs)
- ready for school programs that support development of school behaviours and early learning
- student attendance programs and incentives

- targeted student engagement and leadership activities
- dedicated support staff (cultural advisors, support officers, indigenous education workers, home liaison officers)
- positive behaviour programs
- dedicated classes to support students with irregular attendance or behavioural issues.

Schools involved in EUS report value in the flexible funding approach which enables them to select the specific support services they need, to complement their existing activity in this area. This is having positive outcomes for targeted cohorts of students, and for families that

“All users of this (transport) service achieved an average attendance rate of 85.2% in 2010. Attendance figures would have been much lower – nil in some cases without the project.” (Principal Gillen Primary).

“He is good with parents. He comes to the camp to talk. He listens to us and understands us. And he worries about our kids. He also tells us about what’s going on at the school...about the family Days and the Award days”. (Bradshaw Primary community member)

“Greater community involvement for low-SES students is achieved as much by reaching out to disadvantaged communities as it is by inviting them to the school.” (Principal Sadadeen Primary)

The **Engaging Remote Indigenous Students** (ERIS) initiative is aimed at providing support for smaller remote and very remote schools to support school improvement activities tailored to their contextual needs. Substantially less intensive than RWSR, ERIS has been implemented in Catholic and Independent schools with the government sector to commence in 2011. Activities at these sites have included

- supported school improvement processes to identify priority areas for reform
- the establishment of site based student attendance and engagement programs
- early learning programs to assist students learn school ready behaviours
- community engagement initiatives.

This initiative is co-funded under the *Closing the Gap National Partnership*.

Regional Initiatives

A range of regionally targeted student **attendance and engagement initiatives** have assisted to enhance the efforts of schools or groups of schools to better engage students in schooling and improve their overall school attendance. Strategies to date have included:

- the establishment of a building project at Batchelor Area School targeting disengaged and at risk students
- the establishment of targeted programs at Lajamanu School incorporating performing arts program for middle school students and a Stronger Sisters program for girls
- Indigenous reading materials to assist literacy development for students at Bradshaw Primary
- incentive and reward programs for student achievement and attendance at Gillen Primary, Kalkaringi School, Katherine Group Schools, Minyerri School and MacFarlane School
- support for student transport at Timber Creek School and Ngkurr School

Regions have supported a range of **community and family initiatives** which have assisted schools to build improved local partnerships. Strategies to date have included:

- In partnership with the Anindilyakwa Angurugu Land Council (ALC) employment of an Executive Support Officer to work across schools on Groote Eylandt
- Implementation of a range of strategies in regional schools in Central Australia that assist families prepare children for schooling and develop confident relationships with schools. Examples include Ready to Start programs, employment of pre-school support workers and resources for

- playgroups.
- The *Indigenous Parent Factor Program* at Nyangatjatjara School. This program uses a ‘train the trainer’ model through which parents and carers are coached to develop their own solutions to community engagement. They are then empowered to go into the communities, create partnerships and implement these solutions as advocates for schooling.

Leadership Development

Through the Centre for School Leadership, Learning and Development, a range of **leadership programs** have been developed that target current and aspiring school leaders, with a particular emphasis on developing the skills and knowledge necessary to lead school improvement in remote and challenging contexts.

The Catholic Education Office through the Discourse and Discernment Program has focused on building school leaders capacity to develop strong school improvement strategies. The Catholic Education Office has also been working with the Australian Council for Educational Leadership to develop their own programs to build capacity in current and aspiring Indigenous school leaders.

School leaders in remote contexts have a variety of roles and responsibilities – over and above those expected in other contexts. To assist those in the government sector to focus on instructional leadership, a range of regionally-based operational support has been made available, including three **Business Support Consultants** to assist schools effectively align their resourcing to school improvement agendas. **School Improvement Awards** have been launched to recognise the progress schools are making under the *Low Socio-Economic Status School Communities National Partnership* to lead their whole of school reform agendas. The first of these awards will be presented in 2011.

Support for teachers of Indigenous English as a second language learners

Many of the Northern Territory’s Indigenous learners do not speak English as a first language. To ensure teachers in the Northern Territory’s remote schools are equipped with the skills and knowledge to appropriately support these students, a **Graduate Certificate in Education (TESOL for Indigenous Learners)** has been developed in partnership with Charles Darwin University. In 2010, units of this course were made available to all remote teachers through their orientation program and 60 teachers new to the remote context pursued this option. In 2011, the course was offered through orientation recall so teachers, having experienced the demands of working in remote schools, could apply specific context knowledge to their learning program.

An range of tools, including a website, online discussion forum and newsletter, have been established to encourage teachers to network and share practice as well as provide and seek support and assistance.

Student Well Being

To assist schools build a cohesive and positive school environment in which students are able to learn, in 2010, the **Wrap Support Team** has been supporting government and non-government schools with a focus on

- building resilience, leadership, communication skills and problem solving in students to assist them make healthy informed decisions
- building teacher capability to deliver these programs and integrate the core features into other learning areas
- positive school wide behaviour programs.

Anecdotal feedback from participating schools has indicated shifts have been observed by staff and parents in students attitudes as a result of these programs and there has been an increase in the positive role modelling of senior year students who remain an ‘at risk’ group in many schools.

Innovative Delivery

The Northern Territory is establishing a **virtual schooling** service which uses interactive technology and blended delivery models to enhance the availability of course offerings to a wider range of students.

Through this National Partnership, materials have been developed to increase access to learning programs for students who live in remote and very remote contexts, where face-to-face support is limited and students in middle and secondary years often come to vocational training with limited literacy and numeracy skills. Online resources for delivery of a Certificate I in Hospitality now:

- enable access to learning for students by building industry literacy and numeracy requirements prior to commencement of the VET course
- support teachers in delivering hospitality courses online, in the classroom and through blended delivery models by providing a targeted teaching resource
- extend the quality and range of course offerings to students in remote locations.

The resources have been trialled in eight remote and very remote schools undertaking Certificate I in Hospitality. The findings of the pilot highlighted the pre-VET literacy and numeracy requirements for students in middle and senior years to access learning. Teaching of these key skills is to be embedded into the Middle Years Support Identification Package and Literacy for Work and Community and Numeracy for Work and Community senior year subjects in 2011 to ensure all students are ready and able to access the VET curriculum. Trial of the resources also identified the value the resource brings to all schools across the Northern Territory where specific cohorts of students require scaffolding of learning to access VET.

Challenges to Implementation/Progress

Much of the significant reform agenda underway in the Northern Territory is specifically targeting disadvantaged students, particularly those with aboriginal or Torres Strait Islander backgrounds. The initiatives under the *Low Socio-Economic Status School Communities National Partnership* are supporting this effort and, as this report shows, progress is being made – momentum is building. However, 2010 was very much a year for implementation planning and commencement of initiatives and it is expected that further consolidation will occur during 2011. Significant change in these school communities will take effect over time, and the challenge is in celebrating the incremental improvements whilst maintaining focus on the longitudinal goals.

Although positive shifts are being made through the work of the RTS, schools continue to be challenged by staff turnover and recruitment, with availability of teacher housing scarce. Schools are increasingly dealing with complex and varied social issues, many of which are not directly within the sphere of influence, or inline within the expertise, of educational leaders. Issues such as health, transience, home overcrowding, mental illness, cultural events, transport are all barriers to students successful engagement with schooling and are issues that are requiring increased attention by schools. This reinforces the need for strong partnerships with communities, families, non-government organisations, local councils and other schools in order to create connected, innovative – and often – rapid solutions that ensure students have the base of support required for them to attend and learn at school.

Support for Aboriginal and Torres Strait Islander Peoples and Other Cohorts

All of the Northern Territory's effort under the *Low Socio-Economic Status School Communities National Partnership* is supporting the 75.4% Indigenous students represented in the eligible school cohort. This work complements the work being undertaken in the significant subset of these schools also involved in the *Closing the Gap National Partnership*.

Showcase

Remote Whole School Reform – Elliott School

The community of Elliott lies 250km north of Tennant Creek on land traditionally owned by the Jingili people. Elliott School provides education for students in the years preschool through to 11. The school has an ICSEA value of 524, and in 2010 had 68 enrolments (100% Indigenous).

Under the RWSR initiative the school employed a Home Liaison Officer (HLO) to improve the enrolment and attendance of students across the highly transient community. The officer in post is a local, 71 year old woman who is well known and respected throughout the community. She regularly visits family homes, instilling the importance of education in parents and carers encouraging them to enrol and support their children in regularly attending school.

The school faces significant challenges related to student behaviour, especially for senior year students. Four staff (the Principal, a teacher, an assistant teacher and a community member) underwent professional development to enhance positive school wide behaviour, developing a school wide strategy which is currently being implemented. Elliott is now better equipped to build a positive behaviour culture across the school as well as respond to significant events caused by poor student behaviour, ensuring the events do not escalate with damaging consequences for the school community.

As part of the schools re-engagement program a number of VET courses have been developed. A kitchen has been built for students to use in their study for VET hospitality, and young ranger and rural operation VET programs begun in 2011.

As a result of the work undertaken by the HLO and other programs, the school is seeing significant improvement in student attendance. Average student attendance was 60% in Semester 2, 2009, rising 20% to 72.1% by Semester 2, 2010. Enrolment figures have remained stable during this period. Students are also more engaged in schooling, with NAPLAN results showing improvement in 2010.



Engaging Remote Indigenous Students – Gawa Christian School

Gawa Christian School is located on the northernmost tip of Elcho Island, 47km from the larger very remote community of Galiwin'ku. The school has an ICSEA of 667 and enrolment in 2010 for students across all years was 44 (89% Indigenous).

Community engagement with schooling and, as a result student enrolment and attendance has been identified as a challenge by Gawa school leadership, with average attendance around 81%. Student wellbeing is also an area of focus for the school given the disadvantaged background of many students. Under the ERIS initiative, the school used funding to develop an 'Amala Yothu' Community playgroup. This invited young children and their families into the school 3-days a week, introducing positive 'school like' behaviours for the children, and focussing messages to family and caregivers on increasing awareness of good hygiene and nutrition. Initially run by a team comprising a staff member and local Indigenous community member, following effective coaching, the program is now run by the local community. In 2010 up to 11 children and 7 adults were attending regularly.



"It makes me happy to see the kids learn. I love to see them learning the letters of the alphabet, numbers, counting and writing their own names. They enjoy playing games like cooking in the kinder playground and dressing up. The little kids are so funny – we laugh a lot in the Amala Yothu classroom!"

Community playgroup co-ordinator



Engaging Urban Students – MacFarlane Primary School

MacFarlane Primary School in the regional town of Katherine, 300km south of Darwin. The school's ICSEA is 625. 87% of the school's 231 students are Indigenous, with 80% students having a language background other than English.

"The school draws...students from many areas, students residing in urban areas of Katherine including aboriginal hostels, women's shelters and also from surrounding communities. Once in town these students are completely cut off from their community networks and find it very difficult to cope in the urban setting."

(Principal MacFarlane Primary)

The student population at MacFarlane is highly transient with 178 students enrolled in the school in 2010 and 134 leaving. As with many EUS schools, the school leadership team identified a number of issues related to the disadvantaged background and transience of students at the school, such as low self esteem, loss of cultural and community identity and language barriers. These in turn manifest themselves into behaviour and social problems in the school environment. A range of programs are available to support students at the school and through EUS, the school enhanced this program, particularly through the employment of an Indigenous Cultural Coordinator to provide male mentorship to both Indigenous students and teachers.

The Coordinator's role includes provision of Indigenous Studies in each class - with art used as the basis for engaging students and encouraging cultural exchange. Activities such as making artefacts, aboriginal song and dance and storytelling form part of the program which also integrates the use technology to enhance literacy and numeracy learning. Broader family and community engagement is also a key role and the Coordinator organises cultural events and local excursions to enhance connections between the school and the community.

"A key goal of EUS is to decrease behavioural problems stemming from loss of cultural identity ... the connection between these programs and community participation is essential, to ensure parents understand the purpose of our cultural programs."

(Principal MacFarlane Primary)

The school has reported positive results emerging as a result of their sustained focus on student engagement and wellbeing. The school community is increasingly engaged in the school, with over 300 families and community members attending the Breakfast with Mentor program, harmony day and end of year concert events in 2010. In the EUS target student cohort average attendance improved from 77.4% in 2009 to 80.9% in 2010. The average attendance of the student cohort living in town camp communities improved from 61.7% in 2009 to 71.6% in 2010.

The school's ongoing monitoring of this strategy has identified areas for improvement and these are being implemented in 2011. The addition of supplementary support under the *Closing the Gap National Partnership* will further enable the school to enhance these improvements.



EUS activities have contributed to improved attendance and community/family engagement at MacFarlane Primary School

Student Well-Being Support

Using drug and health education as a platform, the **Wrap Support Team** has been working to empower students and support schools to work in partnership with police, health clinics, other Government agencies (including local councils) and Non-Government Organisations to deliver a range of programs.

Professional development and curriculum support for school based wellbeing teams and teachers is also provided to increase competence and confidence in the use of participatory approaches to building student leadership, problem solving skills and resilience. The team's work has included working with:

- 200 students from Alice Springs, including over 60 Indigenous secondary students from Yirara College, in a two day workshop. Facilitated by the StepUP Foundation, this aimed to engage and excite students about possibilities for their futures in work and life through motivational presentations and workshop activities
- the well-being team at Yuendumu School to develop programs for middle years' students
- staff at Kormilda College to develop strategies to effectively support student well-being and learning, particularly Indigenous residential students
- 10 schools to establish Peer Forums that engage students and their peers, parents, caregivers and families, and community members in school health promotion activities in a number of government and non-government schools
- 47 schools to support the Positive School Wide Behaviour Program
- students across all regions to develop and lead responses to anti-bullying strategies.

The programs encouraged students to share their own experiences and to participate in activities that impact more broadly than in the classroom.

“Those particular students were so shy last term and now they have shown they CAN put their fears aside and really come out of their shells!” (Assistant Teacher)

“The students knew that what they were presenting is also what they came up with in class – so they were speaking from the heart in a meaningful way” (School Counsellor)

Ntaria School, located on the very remote community of Hermannsburg 131km southwest of Alice Springs (ICSEA value: 578, student enrolment: 151, 97% Indigenous) region, was one school at which the program was delivered. Engagement of students, especially senior year male students, had been identified as a challenge by school leaders with affects noted on student behaviour and subsequent education outcomes being impacted through the lower school years.

Through this program, students worked together, developing individual and shared peer group views on drugs and their position as role models and leaders in both the school and broader community. The forum engaged 400 community members, parents and families, Western Arrernte Health Aboriginal Corporation, Hermannsburg police and clinic staff.

Regional Family and Community Engagement Initiative – Groote Eylandt

Groote Eylandt is the largest island in the Gulf of Carpentaria in north-eastern Australia. It lies approximately 50km off the Northern Territory mainland and eastern coast of Arnhem Land – approximately 630km from Darwin.

Following an external review in 2009, the three schools on Groote Eylandt highlighted and one on nearby Bickerton Island (Milyakburra School) highlighted common issues in family and community engagement. The school leaders worked to identify strategies to drive improvement together and from this partnerships with the Anindilyakwa Angurugu Land Council (AALC) and the GEMCO manganese mine were instigated. These were early strategies that began their transition to becoming Groote Eylandt College – one of the first five pilot sites under the Northern Territory’s *Strong Starts Bright Future* initiative.

In partnership with the AALC, an Executive Support Officer has been employed to assist build and maintain relationships between schools and the communities across the two islands. The position, located at Angurugu, works with teaching staff, school leaders, communities and the AALC to position schools as the education hub of the community and improve student attendance and engagement with schooling. A number of policies and programs have been developed and are being implemented across all sites including those that focus on high-risk students and families, and the engagement with existing and new service providers. These integrate and align the delivery of SSNP reforms and those under the Northern Territory Government’s *A Smart Territory* initiative including *Every Child, Every Day* and the *Prioritising Literacy and Numeracy 2010-2012 Strategy*.

Implementation of this strategy is showing positive impacts – with students previously disengaged with the schooling system enrolling at Angurugu and other Groote Eylandt schools. In 2011 the agreed enrolment figure was up 33% from 2010. While the increasing enrolment is negatively affecting average attendance figures in the immediate term, the coordinated focus on improving student attendance is impacting and is expected to continue to improve.

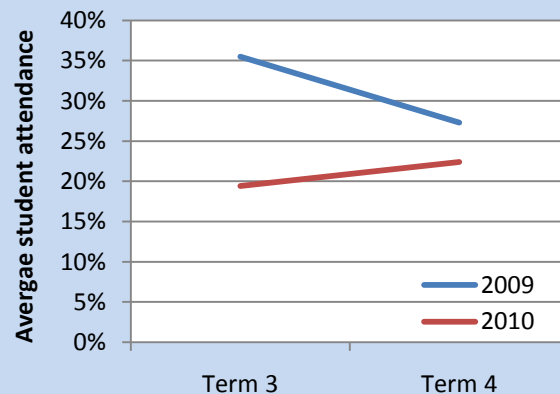


Figure 1: Angurugu School Average Student Attendance 2009-2010

Support for the AALC partnership is in addition to the SSNP support received by each school under the respective initiatives in which they are involved.

Profile Groote Eylandt Schools

Alyangula Area School*

ICSEA: 985 2010 Enrolment: 166 16% Indigenous

Angurugu School

ICSEA: 511 2010 Enrolment: 255 100% Indigenous

Umbakumba School

ICSEA: 546 2010 Enrolment: 109 100% Indigenous

Milyakburra School

ICSEA: 546 2010 Enrolment: 33 97% Indigenous

*Note: Alyangula Area School is not eligible for support under this national partnership however is an integral part of the Groote Eylandt College collaboration and the cross-campus activities

Sustainability

The *Low Socio-Economic Status School Communities National Partnership* is enabling schools to develop and implement place-based solutions to their contextual challenges and issues. Through development and retention of quality school leaders and enhanced support and services for remote school-based staff, opportunities to succeed in the implementation of innovative programs are increasing. Improved partnerships with families, communities, non-government organisations and local industry are assisting schools to provide enhanced support to students enabling them to be school ready, experience quality learning and see there are pathways beyond schooling which will lead to better life outcomes. The whole of community commitment to education reform is enabling all stakeholders to identify their roles and responsibilities in ensuring students attend and achieve at school. In turn principals are being provided enhanced support to enable them to focus on providing quality instructional leadership which will ultimately be demonstrated through improved student learning outcomes. This will enable students to become stronger leaders within their communities and enhance their options beyond schooling - be they pathways to further education, training or employment.

Section 4 – Closing the Gap (Enhancing Education)

Overview

The Enhancing Education schedule under the *Closing the Gap National Partnership* provides the Northern Territory with additional funding to support the improvement of education outcomes for Indigenous students living in prescribed communities. This report does not address the aspects in the schedule that deal with *NTER Teacher Housing* or *NTER School Nutrition* as these are not administered under the SSNP.

Work under the *Closing the Gap National Partnership* builds on that commenced through the Northern Territory Emergency Response, and is focused on improving the quality of education, increasing school participation and employment outcomes for targeted students. It substantially supports the Northern Territory's Indigenous education reform agenda which is at the core of the *A Working Future*, *A Smart Territory* and *Territory 2030* strategies.

The 92 schools with students benefiting from the support under the SSNP component of the *Closing the Gap National Partnership* are a subset of those involved in the *Low Socio-Economic Status School Communities National Partnership*, and all are targeted under the *Literacy and Numeracy National Partnership* reforms. Many of the initiatives also support the work associated with the Northern Territory's facilitation and reward reforms aimed at building Indigenous workforce capacity under the *Improving Teacher Quality National Partnership*. Therefore many of the initiatives being implemented complement and are in some cases co-funded from across the various National Partnership Agreements.

Much of the effort under the *Closing the Gap National Partnership* is focused on reform in the Northern Territory's 20 largest Indigenous communities and the implementation of initiatives that support the new *Strong Start, Bright Future* education delivery model at these sites. In addition to enhancing effort to improve student learning outcomes, an increased emphasis on supporting parents and children engage with education in their early years and on working with local councils and Industry to build local economies and identify and offer post-school pathways for students are features of this effort. Enhanced partnerships with families and the local community are assisting schools to better understand and address cultural contextual issues that impact on positive educational experiences for young people, and are ensuring programs are tailored to the needs of students and the broader community.

Significant effort continues to be on building the local Indigenous workforce and ensuring staff are supported to complete qualifications that enable them to progress their chosen career in education. Shifts are being seen in the classroom with Indigenous assistant teachers and newly qualified Indigenous teachers taking a stronger role shaping and steering school activities and on supporting non-Indigenous teachers connect with students in the classroom.

Attendance issues across these sites continue to be a challenge, and are regularly impacted by cultural events (funerals, ceremonies) and in some cases weather. However, the trial of innovative strategies such as variations to the school day and year arrangements, the implementation of targeted student engagement programs (such as Clontarf, Smart Sisters) and increased training opportunities that are linked to local employment options are making a difference with increases in the apparent retention of students between transition and Year 6 and the number of students in school based apprenticeships.

The effective delivery of literacy and numeracy learning to Indigenous English as Second Language (ESL) learners continues to be a challenge, however enhanced in-school support to assist teachers and school leaders better develop and monitor work in this area is being implemented and improvement is occurring, with:

- improvements in the NAPLAN Mean Scale Score in reading across Years 3, 5 and 7
- increased NAPLAN participation in reading and numeracy
- improvement in the average band increase against the Northern Territory Curriculum

Framework for English, Maths and ESL (refer Figure 2 below)

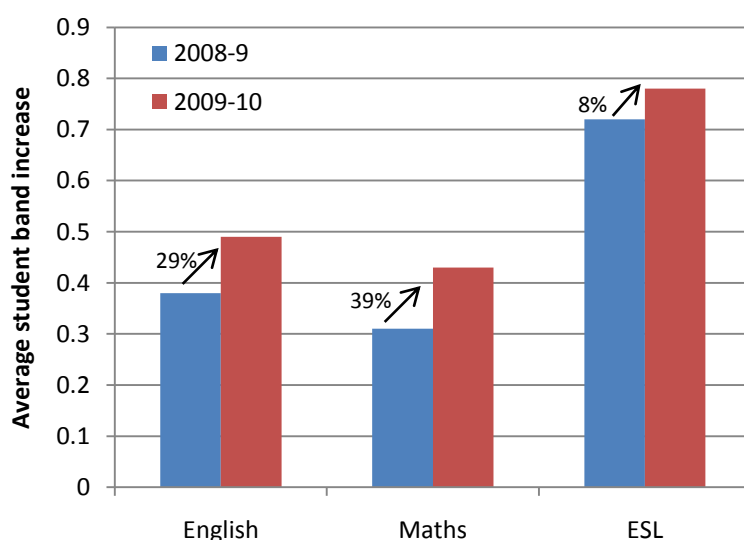


Figure 2: Aggregated Performance for CTG Students against NTCF domains

Section 9 of this report provides detail against the aggregated performance measures for schools under the *Closing the Gap National Partnership*.

Significant Achievements of National Partnership reforms

In addition to activity under the **RWSR initiative**, additional support for the **implementation of *Strong Starts Bright Future* model** has been provided. This includes support for

- the coordination of early childhood services from pre birth to 8 years
- enhanced program delivery to encourage student engagement – such as specialist subject areas, boys and girls programs (Clontarf and A Sporting Chance), VET
- after hours programs that offer training and alternative education programs for disengaged and at risk students, and adults
- enhanced use of cultural programs that are contextualised to local community and involve local community mentors
- implementation of extended school day and flexible school year arrangements
- cross-campus collaboration and administrative support.

Work to scope the piloting of a distance education model that improves the support provided by these sites to their associated homeland learning campuses has also been undertaken.

The development and trial of VET programs for middle years students through the **VET in the Middle** project has shown significant success with 77 students engaged across eight remote schools in Engineering, Manufacturing and Hospitality. All 77 students attained a full certificate or statement of attainment. This trial highlighted the need for blended delivery models – as many remote schools do not have the infrastructure to deliver specialist courses. The requirement for strong scaffolding of learning was also identified, particularly where students' literacy and numeracy performance is at a less advanced stage. The findings from this trial have been reviewed and factored into the 2011 course offerings.

The **Remote Personal Learning Plan** pilot offered the opportunity for senior years students to participate in a youth leadership and career development program, accredited as a Stage 1 Personal Learning Plan subject under the Northern Territory Certificate of Education and Training. 72 students in seven schools (West Arnhem College – Gunbalanya Campus, Gapuwiyak School, Shepherdson College, Laramba School, Maningrida School, Alparra High, Borroloola School) undertook the course in 2010 and were provided opportunities to participate in regional career expos and gain access to information, experiences and support which will assist them with planning their educational pathway to

employment, training or further education. Findings from the evaluation resulted in system endorsement for continuation of this program and nine schools are currently supporting students to undertake this study in 2011.

To assist support teachers and school leaders better deliver effective teaching and learning to Indigenous ESL learners, all regions have been equipped **Teaching Multi-Lingual Learners (TML) specialists**. Six officers provide regional and site based professional learning and guidance to ensure effective use of pedagogy and team teaching strategies are used in classrooms. Regions are exploring alternative ways to build TML capacity, where recruitment of suitably qualified staff exist. In addition, 19 **Literacy and Numeracy Coaches** are supporting teachers and school leaders in all regions to identify and implement site-specific evidence based literacy and numeracy strategies to better support Indigenous students. The improved performance of Indigenous students across schools involved in the *Closing the Gap National Partnerships* against both the NTCF and national NAPLAN testing illustrates the impact of this effort.

Regional **Indigenous Education Managers** are supporting regions and schools to effectively engage with Indigenous stakeholders and to develop plans to prioritise Indigenous education reform activity at all sites.

To supplement support provided to school leaders through programs developed under the *Low Socio-Economic School Communities National Partnership*, schools have been supported to drive school improvement through provision of access to **leadership coaching** and access to additional specialists offering short-term intensive assistance in the development of quality planning and program implementation.

Increased **support for students with conductive hearing loss** has enhanced the strategic coordination of services across the Northern Territory. School leaders and teachers are now more effectively supported through staff induction, training and ongoing assessment to ensure learning environments meet the needs of students with conductive hearing loss. Professional learning, including both formal training and peer forums, has been enhanced through the use of interactive online technologies. Complementing this, individual teachers continue to receive in-class coaching where additional targeted support is required. Principals have been assisted in developing whole of school approaches to overcoming the challenges experienced by students with this condition – including changing the physical set up of classrooms through the inclusion of soft furnishings to reduce levels of ambient noise.

Local **Indigenous workforce development** continues to be a priority, with work ongoing in 2010 to enhance the opportunities available for Indigenous staff to access and be supported to complete qualifications in education related fields. Regional and school-based support staff provide coordination, mentorship and coaching to enhance their learning experience. The continued enhancement of this local workforce not only demonstrates commitment to the community but also acknowledges their value and the important role the Indigenous workforce has in connecting the school and community.

Much of the effort in 2010 focused on completing, reviewing and refining programs commenced previously under the Northern Territory Emergency Response (NTER). As a result of this work:

- 60 Assistant Teachers in the government sector attained Certificate III level qualifications, 6 achieved diplomas, 10 graduate certificates and 8 full Bachelor of Teaching and Learning degrees.
- In the Catholic sector the *Growing Our Own* program supported 19 staff members to complete in-service qualifications. Five achieved Bachelor of Teaching and Learning and two completed Certificate IV in Education Support. A further 10 graduates are expected in May 2011.
- Online resources designed to be relevant and accessible to Indigenous staff have been developed to support their learning journey.

Challenges to Implementation/Progress

The development of sustainable local community and industry partnerships is a key component of

Indigenous education reform. Whilst strong progress is being made in this area, it should be acknowledged that building authentic, deep rooted partnerships takes time and is dependent on the commitment of all parties to develop sustainable change. While progress is being made and the commitment by all stakeholders to this reform agenda is real, it is important to acknowledge that these partnerships are developed over time and often their success is determined by many factors which are not exclusively impacted by factors internal to the education environment.

Showcase

Indigenous Workforce Development – Regional Activities

Development of Indigenous workforce is a key priority for regions and schools. A strong local workforce is key to:

- enhancing community understanding and value of schooling
- ensuring a strong cultural connection with the school
- supporting non-Indigenous teachers understand the needs of Indigenous students
- building sustainable models education service delivery.

Indigenous Workforce Development officers are supporting staff to meet their study requirements and are working with schools and teachers to ensure Indigenous staff involved in planning and are utilised effectively in classrooms.

Workforce Development Officers in the **Barkly region** have worked with 37 Indigenous staff across eight schools to identify development goals and support them through accredited programs. Six staff have completed their qualifications, with the majority expected to complete in 2011. Succession planning is in place to ensure newly qualified staff are empowered to undertake new levels of responsibility. At Alekarenge School Indigenous staff now lead the whole of school language and culture program on Thursday afternoons. This program is being delivered with renewed invigoration and is complementing other initiatives to enrich the culture of the school. Shifts are starting to be seen in school culture:

“I realised that not only was the assistant teacher a great source of cultural understanding, but that she had seen many lessons taught and had a great deal of ideas to share about how I could best teach lessons.” (Barkly region teacher)

In the **Alice Springs region** a new model of delivery was trialled at Ntaria school. A TML specialist and Indigenous Workforce Development mentor worked alongside two officers from the Batchelor Institute for Indigenous Tertiary Education (BIITE) to deliver an onsite, whole of school approach to Indigenous staff training. All leadership, teaching and assistant teaching staff worked together to identify and explore the value of the Indigenous workforce at the school, and the needs they have in studying for Certificate III and higher education qualifications alongside their usual work. Following these sessions, six staff meetings were dedicated to discussing professional learning and increased support for teaching teams was made available.

The **Arnhem region** has developed a regional Indigenous Workforce Development Plan. This aligns activity across the region, and explicit reference to training activities are identified in school Annual Operational Plans. These plans in turn guide school staff members’ professional learning. The process undertaken has increased schools’ focus on and commitment to developing their Indigenous workforce. At Gapuwiyak School, the Indigenous Workforce Development officer facilitated the setting up of an Indigenous Educators Learning Community within the school which worked to ensure current and planned workforce training, and subsequent on the job support, training and stretch in responsibilities, meets the schools’ priorities as articulated in the Annual Operational Plan.

Strong Starts, Bright Future – Shepherdson College

Shepherdson College, located in the community of Galiwin'ku on Elcho Island off the coast of Arnhem Land. The school has an ICSEA value of 590 and 96% of the 2010 enrolment (515 students) were Indigenous.

As a feature of the *Strong Starts, Bright Future* model, the school is implementing a 3-9 Program that aims to

- improve local awareness about education
- enhance the commitment to schooling for young people
- build adult skills to create a stronger local economy.
- reengage students, particularly senior year students, who are disengaged with the traditional model of schooling and program offerings.

In the first term of the 3-9 Program uptake was strong, with 154 regularly attending across a range of courses. See figure 3, below.

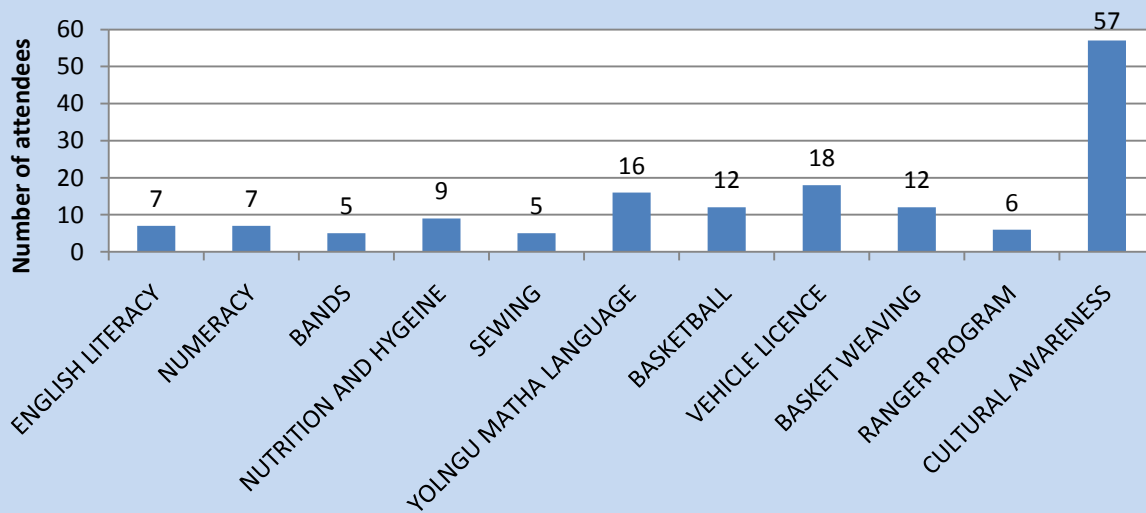


Figure 3: Term 1 2011 3-9 Program Shepherdson College

Courses engaged community members across a range of language groups, ages and previous levels of experience with schooling. It is hoped that these community members will maintain a relationship with the school, working both as ambassadors for the school in the community and engaging in further study or training.



Literacy and Numeracy Coaches – Regional Approaches

Literacy and Numeracy coaches have been employed across the Northern Territory to enhance in-school and in-class delivery of targeted and appropriate literacy and numeracy learning programs for Indigenous students. The focus of these roles varies depending on the needs of regions and schools within them, however activities have included in-class coaching for programming and planning for literacy and numeracy delivery, supporting whole school planning, enhancing the use of ICT in literacy and numeracy teaching, and inquiry based approaches to developing teaching and learning in the classroom.

Innovative use of ICT was used to overcome the geographical dispersion of education professionals across the **Barkly region**. Covering 21% of the Northern Territory (283,605 square km) with only 2.9% of the population (approx 6154), the region services 18 schools. The large distances between schools, combined with the flooding that is regularly experienced during the wet season, means delivery of timely regional support is an ongoing challenge. The Literacy and Numeracy coach in the region created an online resource to extend face-to-face literacy and numeracy support. The online resource includes use of Moodle and SharePoint through which the coach and educators across the region share resources and best practice. This support focuses specifically on assisting teachers to meet the needs of Indigenous students, particularly overcoming challenges with ESL learners.

Every school in the region has staff engaged in the professional learning community, through which quality and timely support is provided by both the coach and from staff peers. It is estimated that the development and delivery of this resource has been significantly more cost effective than a solely face-to-face delivery model. Testament to the sustainability of the resource is that the professional community is now self-sufficient requiring little intervention from the coach and Barkly region curriculum team.

Sustainability

The partnerships between families, communities, government, businesses and industry bring together resources and expertise which not only strengthen the delivery of education services, but will assist to build sustainable models of service delivery over time and enable communities to become more self sufficient and economically stable. Through Indigenous workforce development initiatives, the Northern Territory is building a workforce from within communities who can develop and deliver the long term vision for schooling in their own communities.

Section 5 – Literacy and Numeracy

Overview

Lifting the overall performance of Northern Territory schools through developing literacy and numeracy skills as the foundations for a strong education is a priority for the Northern Territory. To achieve this, the focus of all activity is on closing the gap in the literacy and numeracy attainment of Indigenous and non-Indigenous students. The Northern Territory's effort under the *Literacy and Numeracy National Partnership* is targeted at achieving this, with significant complementary support provided through the *Closing the Gap National Partnership* specifically for students living in prescribed areas. Much of the support provided through the *Low Socio-Economic Status School Communities National Partnership* to ensure students are school-ready and attending regularly, are also necessary precursory activities to assist prepare them for effective learning. This further demonstrates the integrated nature of the Northern Territory's challenge and the complexity of the issues being addressed through SSNP reform.

The Northern Territory's approach under the *Literacy and Numeracy National Partnership* has focused on developing and implementing evidence-based approaches to literacy and numeracy, enhancing the support available to classroom teachers in the explicit teaching of literacy and numeracy and reviewing practice overall to ensure the system is best positioned to enhance the capacity of schools to lift student performance.

As a result, change is occurring. The performance of a targeted group of schools tasked with implementing strategies aimed at accelerating literacy and numeracy improvement, showed positive outcomes in 2010 NAPLAN testing with increases in the number of:

- students overall performing at or above National Minimum Standard in reading and numeracy
- Indigenous students performing at or above National Minimum Standard in Year 3 reading and numeracy and Year 7 numeracy
- Non-Indigenous students performing above National Minimum Standard in all year levels in reading and numeracy

Furthermore, the improvement in the Mean Scale Score for all students who participated in NAPLAN testing in this group of schools as both Year 3 students in 2008 and again as Year 5 students in 2010, exceeded expectations across both reading and numeracy. This demonstrates the impact of the strategies schools have been implementing on the performance of the students that they have been able to influence over their entire learning journey.

These results illustrate the progress that is being made in the Northern Territory shifting not only the shape, but the median result of the whole improvement curve. However, the improvement journey is ongoing and as implementation and monitoring of system, regional and school based initiatives continues, these outcomes are expected to be delivered for all students.

Significant Achievements of National Partnership reforms

Development and implementation of the Evidence Based Practices Framework is assisting schools and regions to select quality literacy and numeracy programs, appropriate to their needs. An action learning process was undertaken in Arnhem land and Central Australia through which remote teachers are assisting to identify modifications that may be required to ensure the Framework was suitable for use in remote school contexts. Assessment of programs against the Framework is ongoing and is also informing selection of programs for system endorsement and scalability. It has also been included as a resource under the Accountability and Performance Improvement Framework used by government schools to guide annual improvement planning. An outcome from the development and trial of the Framework is a new policy, highlighting the need for specific practices to support ESL learners, including reference to the value of explicit planning for team teaching with Indigenous paraprofessional staff in the classroom.

The Northern Territory submitted the report on the outcomes of the national collaboration project

which trialled a range of computer based **Literacy and Numeracy Diagnostic Assessment Tools**. The outcomes of the project have informed the Northern Territory's approach to classroom assessment, highlighting the need for place-based assessment tool selection. To this end a number of tools have been selected for further piloting, with a view to broader system roll out. Work on aligning these tools to the Northern Territory Curriculum Framework has commenced with e-asTTle tool to be the first to be made available in early 2011.

To support schools enhance the use of data to inform literacy and numeracy improvement and develop school wide approaches to student performance assessment, all schools have access to specialist **data literacy and diagnostic support**. The services within each region vary depending on the needs of schools and include dedicated officers working to build capacity within schools as well as consultants providing specialist analytical support to assist identify performance patterns across the region, within schools, classrooms and for individual students.

An independent consultant has been engaged to **review current literacy and numeracy strategies** adopted across the Northern Territory, and work continues with school and regional leaders to identify and implement ways to enhance system support for this improvement journey.

Place-based evidence based practices initiatives in all sectors and provide schools or groups of schools additional support to enhance literacy and numeracy teaching and learning. This support has assisted to increase capacity to provide in-class coaching, online support, formal leadership courses, student achievement reward programs, support to access professional development in assessment as well as intervention programs such as Quicksmart and First Steps.

The **Maximising Improvement in Literacy and Numeracy (MILaN)** program provides support to schools to provide intensive support aimed at improving outcomes for targeted student groups. Selected on the basis of readiness to accelerate student outcomes in literacy and numeracy, the focus of these schools has been on development and implementation of schools wide strategies. The performance of these schools is used to measure the Northern Territory's performance against a set of predetermined targets against which reward payments under this National Partnership are made. An initial group of 19 schools was selected to participate in the program (17 government and 2 Catholic) and 2010 NAPLAN performance showed improvement across multiple measures. In mid 2010, the group's composition was reviewed, and a subsequent group of 22 schools were identified to participate in the program (20 government and 2 Catholic). This group comprised of 16 continuing schools and six new schools, five of which are also involved in the EUS initiative and have demonstrated readiness to drive literacy and numeracy improvement. MILaN schools implement a range of strategies that include:

- establishment of whole school approaches to Literacy and Numeracy
- professional development for teachers and tutors including training in First Steps Maths/Reading/Writing, Quicksmart Numeracy, Lexia Learning, Count me in Too, Accelerated Literacy and NZ Maths.
- establishment of professional learning communities to share and explore good practice
- employment of specialist literacy and numeracy coordinators and tutors and funding for relief support to allow classroom teachers to work directly with specific students
- targeted intervention and support for students at risk, including guided reading programs
- purchase of radio amplification systems and IT resources to support strong oral language and phonological awareness programs
- parent awareness workshops and information.

Challenges to Implementation/Progress

The challenge faced by many of the Northern Territory's schools in delivering improved literacy and numeracy outcomes is associated with the precursory factors associated with students being at school, ready and able to access learning. Ongoing work through the initiatives under the *Low Socio-Economic Status School Communities National Partnership* and the *Closing the Gap National Partnership* are assisting to break through these barriers but it is an ongoing and significant issue.

This is aided by the systemic focus on increasing access to quality early childhood programs that build readiness for learning, and support early childhood educators (including parents, carers and families) to maximise the ability of children to engage with the Year 1 curriculum and demands of formal schooling. Where students enter the schooling system at a later stage, the focus is for teachers and school leaders to ensure planning and delivery of literacy and numeracy teaching is appropriate for every child, regardless of the age, ability level and language background with which they enter the classroom. The range of strategies being implemented through the *Prioritising Literacy and Numeracy: A strategy to improve literacy and numeracy outcomes 2010-12 strategy* is ensuring all schools have support to enable assessment and support is available to support every student achieve their full potential.

Support for Aboriginal and Torres Strait Islander Peoples and Other Cohorts

Closing the literacy and numeracy achievement gap between Indigenous and non-Indigenous students is a priority for the Northern Territory and as such all schools have this identified as a key area of focus. All initiatives under the *Literacy and Numeracy National Partnership* have an element of focus for Indigenous students and these are further supplemented by those under the *Low Socio-Economic Status School Communities National Partnership* and the *Closing the Gap National Partnership*.

The Northern Territory's facilitation performance measures and reward targets for improved achievement have been set with specific disaggregation for Indigenous students ensuring improvement in these outcomes remains a focus for all schools across the Northern Territory.

Showcase

Maximising Improvement in Literacy and Numeracy – Driver Primary School

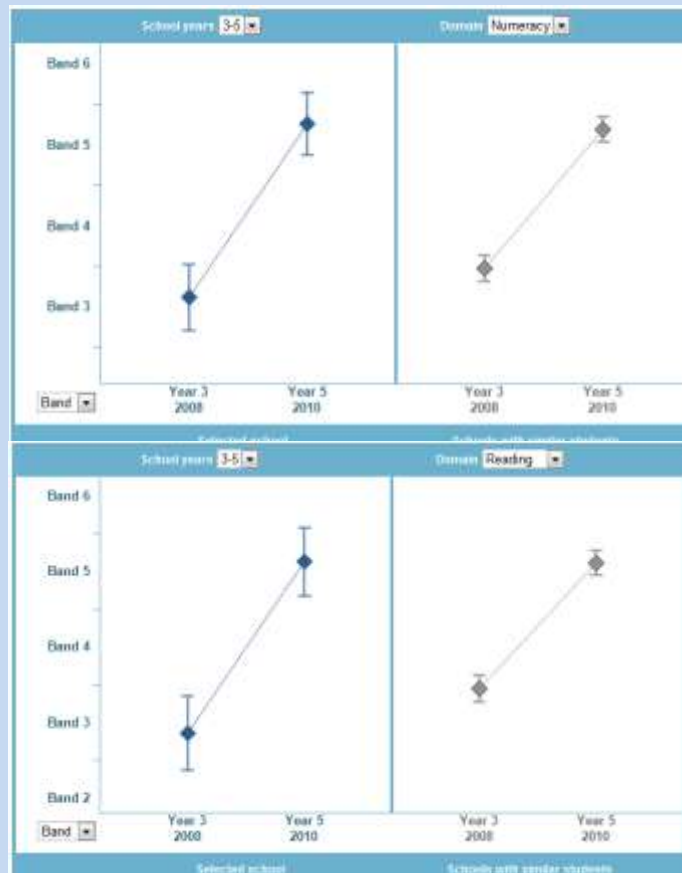
Driver Primary School is a provincial school located in the city of Palmerston. The school has an ICSEA value of 916 and in 2010 student enrolment was 416 of which 25% identify as Indigenous.

The school has a strong whole school approach to literacy and numeracy. Through analysis of 2009 NAPLAN data the school identified grammar, spelling and writing as priority areas for building teacher capacity. The leadership team delivered whole of staff data analysis workshops, developing action plans using NAPLAN, the Northern Territory Curriculum Framework and PM Benchmark data. Participation in the Literacy and Numeracy Diagnostic tools project is enabling Driver Primary School to undertake targeted student assessment.



As a participant in the MILaN program, the school used funding to deliver intervention (e.g Quicksmart) and whole school programs (e.g Guided Reading). Classroom support tutors have been employed (1 per 2 classes) to assist teachers target learning to individual student needs.

As a result of the whole school approach, students who stayed at the school for the years 2008 through 2010 and completed 2 NAPLAN tests show significant improvement in performance, greater than gain measures in similar schools. The excerpts from MySchool, below illustrate Driver Schools' performance:



The MILaN initiative supports Driver Primary School deliver a strong whole school approach to literacy and numeracy improvement.

Evidence Based Practices Framework – Warruwi School

The [Evidence Based Literacy and Numeracy Practices Framework](#) has been developed to guide system endorsement of literacy and numeracy programs and to support schools and regions select evidence based approaches that support their whole of school improvement and classroom program development.

Following training in use of the Framework a number of schools, including Warruwi School are using it to guide their school planning. Warruwi School is located on the Goulburn Islands in the Arafura Sea, 300km north-east of Darwin. The school has an ICSEA value of 560 and in 2010, Indigenous students made up 97% of the school's total 108 enrolments were Indigenous. 58% of students are identified as having a language background other than English.

The focus for the school previous to use of the Framework was on PM Benchmark Readers. Teachers were completing 6 running record assessments with students each term, but this information was not adding value to teaching practices by informing intervention or program selection for students. Applying the evidence gained from NAPLAN data for specific cohorts of students to the Framework's Literacy elaborations, the school was able to identify more appropriate programs:

It gave us a picture of the elements of a more balanced literacy program, validating the elements of our theory of action and highlighting the need for specific ESL professional learning for staff, particularly focussed on oral language development and speaking (Principal Warruwi School)

To implement the new theory of action, which positioned speaking at the core of the literacy program for ESL learners, a workshop was run for all staff. This was further strengthened through 1:1 coaching. The significant change in school practices is a focus in the school operation plan, with clear strategies, instructional goals and student achievement baseline data and success indicators against which the school can measure the success of the program in 2011.



The Evidence Based Practices Framework is assisting the delivery of literacy at Warruwi School

Place-based Evidence Based Practice Initiatives

Schools and groups of schools across all sectors have been supported to implement strategies that assist to drive literacy and numeracy improvement.

The Barkly region introduced the *Barkly Deadly Readers* initiative which has built on the success of the PM Benchmark reading program within the region. Launched in Term 3 at Elliott School, the initiative has since been implemented across all Barkly schools. Students are rewarded with a wristband for each reading level progression. The positive impact the program is having is supported by the results of reading assessment undertaken on targeted students at Elliott School last year.



The Barkly Deadly Readers initiative is delivering positive results

Data shows that 25% students have improved their reading by a minimum of two PM Benchmark reading levels during 2010. In one class, a student moved up three NTCF ESL bands in six months.

Parent enquiry about the wristbands is indicating positive engagement with this literacy initiative throughout the local community and is boosting student's engagement and confidence with reading.

Alyangula Area School employed a full time QuickSmart Coordinator and data analyst to deliver the intervention program to targeted groups of students. The performance of the target cohort were assessed as part of the Northern Territory's QuickSmart evaluation and demonstrated significant gain in attainment (32% improvement) against the comparison group:

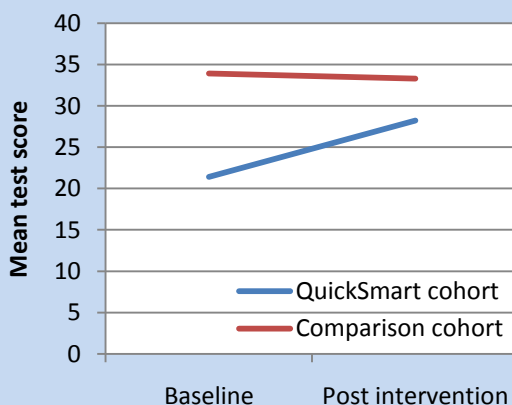


Figure 4: Alyangula Area School Quicksmart Comparison 2010

The QuickSmart Coordinator's model of support for tutors and principals demonstrated the delivery of a high quality program and the mechanisms to collect uncorrupted data. The capability to deliver the program at this school is now such that the co-ordinator position is no longer required.

The Catholic sector delivered Accelerated Literacy training to principals and teachers in 4 schools. 2010 NAPLAN testing showed student achievement improving across these sites.

In particular, step change was seen in Year 7 and Year 9 student achievement at Xavier Community Education Centre on Bathurst Island (ICSEA: 588, student enrolment: 90, 97% Indigenous). See figure 5, below.

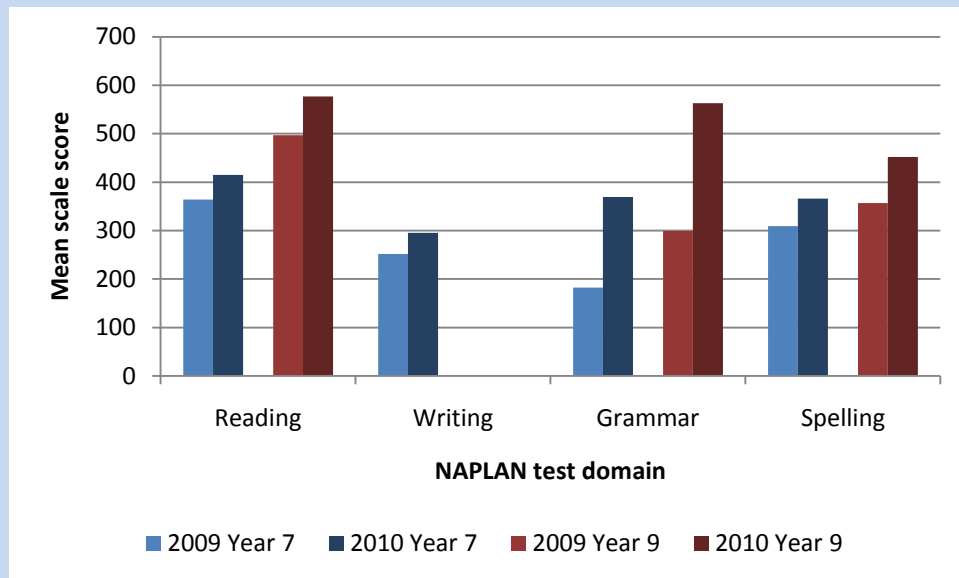


Figure 5: NAPLAN comparison Xavier Community Education Centre

Sustainability

The integration of tools such as the Evidence Based Literacy and Numeracy Practices Framework into school improvement planning frameworks is ensuring that schools select quality approaches to literacy and numeracy improvement. Ongoing review of system, regional and school based strategies will also assist to ensure effort is directed toward those that make most difference to student learning outcomes.

The introduction of new diagnostic assessment tools and the capacity building for teachers and leaders in utilising data to inform teaching and learning is creating a culture of ongoing development for teaching professionals, and will over time result in more competence in this area and enable more targeted support, extension and intervention for individual students.

Through these initiatives teachers and leaders are able to continually build and update their skills and knowledge, and share successful literacy and numeracy pedagogical approaches across schools and regions. In particular, this support is enhanced for remote teachers where the delivery of timely and quality support has often been limited despite the prevalence and complexity of students' barriers to learning.

Section 6 – Research and Evaluation

The *Strong Start, Bright Future* evaluation, being conducted by Menzies School of Health Research, is the evaluative centrepiece to assess the impact of the Northern Territory's Indigenous education reform agenda in very remote schools. This longitudinal evaluation will focus not only on place-based reforms, but also on systemic effort and will assist to ensure that effort and resourcing, including that provided under SSNP is being targeted to areas that will make the most difference to students as they prepare for and participate in school and transition to further education, employment or training pathways. This work is longitudinal and has been commenced in three of the five *Strong Start, Bright Future* pilot sites.

As part of this work, Menzies prepared the *Early years English language acquisition and instructional approaches for Aboriginal students with home languages other than English* meta-analysis. This will be used to assist inform policy development and teaching approaches for Indigenous students.

Future work to evaluate a range of initiatives aimed at improving teacher quality in the Northern Territory has also been scoped, to be undertaken in partnership with Menzies School of Health Research. This will commence in 2011 with the findings expected to be available to inform programs and initiatives for the 2012 school year.

Professor Geoff Masters from the Australian Council for Educational Research has been commissioned to review the strategies being implemented in the Northern Territory to improve literacy and numeracy outcomes. The preliminary findings have been presented to the Chief Executive of the Department of Education and Training, with the full report expected for completion in the coming months.

The Department of Education and Training Strategic Policy and Performance team are running a rolling evaluation program of a number of SSNP activities. The first evaluation on the EUS initiative was completed in early 2011 and the findings from this work have been used to inform the future direction of the program. An evaluation is currently underway identifying enabling factors for accelerated literacy and numeracy achievements in MILaN schools. This evaluation program is cross-sectoral and the findings will inform future Northern Territory SSNP activity as well as contributing to the national SSNP Evaluation and SSNP Evidence Base.

Section 7: Northern Territory – Milestone Reporting

Improving Teacher Quality NP

Milestones due April 2010 to April 2011

Milestone	Milestone achievement at April 2011	Reasons for partial achievement and expected future progress.
Teacher Registration Act Amendment Bill, to support move toward nationally consistent registration proactive tabled (April 2010)	Achieved.	
Policy and regulations for new registration procedures developed and testing of data base to support these underway. (April 2010)	Achieved.	
First Very Remote Centre of Excellence established (October 2010)	Not achieved.	The scoping undertaken to identify Centres of Excellence. Significant work undertaken to develop a suitable delivery model, that aligns with other pre-service teaching programs. Establishment of two sites expected in 2011.
National standards for teacher accreditation, registration and Accomplished and Leading Teachers implemented in line with national reforms (April 2011)	Achieved.	

Section 7: Northern Territory – Milestone Reporting

Low SES School Communities NP

Milestones due April 2010 to April 2011

Milestone.	Milestone achievement at April 2011	Reasons for partial achievement and expected future progress.
Low SES schools School improvement plans published for:		
<ul style="list-style-type: none"> • 22 schools participating in the Remote Whole School Reform (RWSR) group (October 2010) 	Partially achieved.	20 school plans have been published. Maningrida and Papunya did not commence participation in RWSR in 2010 due to leadership changes and readiness to implement reform. These schools will commence in 2011.
<ul style="list-style-type: none"> • 30 Schools participating in Engaging Remote Indigenous Students (ERIS) (April 2011) 	Partially achieved.	23 school plans have been published. The remaining plans will be available online over the coming months as schools complete these.
<ul style="list-style-type: none"> • 16 schools participating in the Engaging Urban Students (EUS) group (October 2010) 	Achieved.	
School improvement plans for all prescribed schools include Closing the Gap targets (April 2011)	Achieved.	
Forty schools have received funding to support delivery of reform outlined in their school improvement plan (October 2010)	Achieved.	
Three Regional Plans developed that articulate regional and district reform effort and support in the areas of family and community engagement, student attendance and wellbeing, and flexible and innovative remote delivery. (October 2010)	Achieved.	
Wrap around support team established providing specialist support to schools (October 2010)	Achieved.	
Three Business Support Consultants recruited and supporting schools (October 2010)	Achieved.	
Five Regionally Based Mentor Capacity Building Support officers employed (October 2010)	Partially achieved.	One role recruited, with two underway. Regions determining most appropriate model for support - which may not involve the full five positions.

Milestone.	Milestone achievement at April 2011	Reasons for partial achievement and expected future progress.
Virtual schooling service established and servicing very remote schools (October 2010)	Achieved.	
Contextualised orientation program available to staff in very remote schools (October 2010)	Achieved.	
Very Remote Research outcomes available (October 2010)	Achieved.	
Consultation with schools participating in Residential Care Workers project completed and program scope determined (October 2010)	Achieved.	
School Annual Reports of participating ERIS and RWSR schools explicitly identify involvement as a National Partnership School, identify relevant future activity and report on achievements (April / October 2010, April 2011)	All schools have been provided direction to incorporate National Partnership activity in their Annual Reports. These are being developed in Semester 1, 2011.	
Systemic processes to manage National Partnership activity established and coordination team recruited (April 2010)	Achieved.	
Accredited ESL course developed and being used to support staff in very remote schools (April 2010)	Achieved.	
RWSR and ERIS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas (April 2011)	Achieved.	
Student and/or community engagement programs operating in 16 EUS schools (April 2011)	Achieved.	

Section 7: Northern Territory – Milestone Reporting

Closing The Gap NP

Milestones due April 2010 to April 2011		
Milestone	Milestone achievement at April 2011	Reasons for partial achievement and expected future progress.
Six Indigenous Education Coordinators employed. (April 2010)	Achieved.	
20 Literacy, Numeracy and ESL coaches supporting schools. (April 2011)	Partially achieved.	19 coaches employed. Unfilled positions being advertised.
Five Indigenous Training Coordinators established and supporting schools. (October 2010)	Achieved.	
Eight regionally based ESL Coordinators established and supporting schools. (April 2010)	Partially achieved.	Six regionally based TML Project Officers employed. Regions determining most appropriate model for support to overcome issues with availability of suitably qualified staff, which may not involve requirement to recruit to full allocation of positions.
Plan established to transition from pilot to implementation of VET programs for middle years students in selected remote sites. (October 2010)	Achieved.	
New screening policy and guidelines for recruiting quality teachers to remote schools being implemented. (October 2010)	Achieved.	
Trial site based education programs for pre-service Indigenous teachers in two very remote sites. (October 2010)	Achieved.	
Student Leadership and Pathways pilot completed (October 2010)	Achieved.	
Flexible pathways programs for middle years students piloted in 2 remote schools (October 2010)	Achieved.	
Integration of remaining Northern Territory Emergency Response deliverables in Closing the Gap reform effort and reporting (April and October 2010)	Achieved.	

Milestone	Milestone achievement at April 2011	Reasons for partial achievement and expected future progress.
Remote Catholic Schools Specialist Support Team established and supporting schools (April 2010)	Achieved.	
Intensive Improvement Team providing support to targeted government schools (April 2010)	Achieved.	
Trial of inclusive leadership models underway in selected very remote schools (April 2010)	Achieved.	
Panel contract established which schools can access to identify expert critical friends to assist with quality school improvement planning processes (April 2010)	Achieved.	
School Improvement plans for prescribed schools include Closing the Gap targets (April 2011)	Achieved.	
Reporting indicates progress against Closing the Gap improvement targets.	Achieved.	
Closing the Gap and Northern Territory Emergency Response reform implementation and milestones reviewed and activities adapted, expanded or realigned if appropriate. (April 2011)	Achieved.	
Conductive hearing co-ordination established (April 2010)	Achieved.	
Remote and Indigenous Workforce Development team transitioned to strategically align with new regional service delivery models (April 2010)	Achieved.	
School improvement plans for prescribed schools include Closing the Gap targets. (October 2010)	Achieved.	
Screening and remote induction programs operating (October 2010)	Achieved.	

Section 7: Northern Territory - Milestone Reporting**Literacy and Numeracy NP****Milestones due April 2010 to April 2011**

Milestone	Milestone achievement at April 2011	Reasons for partial achievement and expected future progress.
Co-ordinator and six Assessment for Learning coaches appointed (April 2010)	Achieved.	
School improvement plans published for 19 schools participating in Maximising Improvement in Literacy and Numeracy (MILaN) (April 2010)	Achieved.	
19 schools have received funding to support and deliver accelerated improvement in literacy and numeracy outcomes (April 2010)	Achieved.	
Evidence Based Framework developed (April 2010)	Achieved.	
Literacy and numeracy programs identified as suitable under the Evidence-based Framework have been assessed against system scalability criteria and endorsed for use in schools (April 2010)	Achieved.	

Section 8 – Performance Indicators for Identified Cohorts Low SES School Communities NP

		2008 (baseline)						2010						
Description	Year Level	Domain	Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± C.I.		Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± C.I.	
Percentage achievement of ALL Students in Low SES Participating Schools	3	Reading	70.4%	0.6%	59.3%	16.7%	233.5	±8.7	78.7%	2.0%	44.0%	29.3%	254.3	±7.7
	5	Reading	71.7%	1.5%	64.4%	9.4%	332.4	±8.0	80.4%	2.4%	62.2%	16.3%	336.2	±7.7
	7	Reading	66.1%	0.3%	49.8%	13.4%	423.4	±8.0	81.1%	2.1%	43.5%	19.9%	447.0	±6.4
	9	Reading	64.4%	0.3%	47.4%	11.2%	484.5	±9.2	73.7%	2.0%	46.5%	16.0%	488.7	±7.5
	3	Numeracy	70.7%	0.6%	45.3%	17.7%	288.7	±5.6	78.1%	2.1%	46.6%	26.4%	274.2	±5.7
	5	Numeracy	72.4%	1.5%	54.0%	23.3%	369.3	±5.0	78.1%	2.5%	55.1%	20.0%	362.3	±5.7
	7	Numeracy	68.1%	0.3%	39.9%	24.9%	457.1	±5.6	84.0%	1.9%	44.0%	21.5%	440.3	±6.3
	9	Numeracy	63.1%	0.3%	42.3%	19.3%	512.1	±7.0	71.4%	2.0%	43.8%	17.1%	503.0	±6.2
		2008 (baseline)						2010						
Description	Year Level	Domain	Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± C.I.		Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± C.I.	
Percentage of achievement of Indigenous Students in Low SES Participating Schools	3	Reading	65.6%	0.4%	71.7%	16.5%	191.8	±8.4	75.0%	1.6%	52.7%	33.4%	221.3	±7.8
	5	Reading	66.3%	1.5%	80.5%	8.3%	290.6	±7.7	77.5%	2.7%	75.5%	13.9%	302.6	±7.9
	7	Reading	58.1%	0.5%	75.9%	12.5%	357.6	±7.9	73.8%	2.9%	64.0%	22.2%	398.7	±6.5
	9	Reading	53.5%	0.5%	77.3%	12.7%	408.2	±9.7	62.0%	3.3%	74.7%	13.8%	424.0	±8.4
	3	Numeracy	66.1%	0.4%	57.4%	18.2%	262.9	±5.5	74.2%	1.8%	57.2%	27.3%	248.8	±5.7
	5	Numeracy	67.3%	1.4%	67.1%	21.8%	346.1	±4.9	75.1%	2.8%	67.8%	19.8%	335.5	±5.5
	7	Numeracy	60.7%	0.5%	61.0%	27.0%	412.0	±4.9	78.5%	2.7%	64.0%	22.8%	393.3	±6.7
	9	Numeracy	52.9%	0.5%	68.5%	22.1%	455.8	±6.5	59.5%	3.4%	71.1%	16.6%	447.9	±6.3
		2008 (baseline)						2010						
Description	Year Level	Domain	Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± C.I.		Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± CI	
Percentage of achievement of LBOTE Students in Low SES Participating School	3	Reading	67.8%	1.1%	75.0%	14.3%	179.4	±9.2	75.1%	1.8%	53.2%	32.6%	224.3	±8.8
	5	Reading	65.5%	0.6%	83.8%	6.0%	281.5	±9.3	78.2%	2.6%	77.3%	13.4%	296.5	±8.8
	7	Reading	58.6%	0.8%	77.1%	14.8%	348.5	±9.4	72.1%	3.3%	72.0%	18.5%	388.0	±7.2
	9	Reading	48.8%	0.0%	75.6%	14.4%	410.8	±15.5	58.4%	3.9%	78.4%	9.6%	421.4	±9.9
	3	Numeracy	69.5%	1.1%	61.3%	18.0%	254.7	±6.1	74.6%	2.0%	57.7%	25.5%	250.3	±6.5
	5	Numeracy	69.1%	0.6%	72.2%	19.1%	339.3	±6.0	76.0%	2.7%	70.5%	17.9%	331.9	±5.9
	7	Numeracy	60.7%	0.7%	64.4%	26.5%	404.3	±6.1	77.0%	3.1%	70.2%	20.1%	386.2	±7.6
	9	Numeracy	49.1%	0.0%	64.6%	25.4%	462.6	±9.6	55.3%	3.9%	72.7%	13.8%	446.4	±8.2

Section 9 – Northern Territory Performance Measures

Closing the Gap NP

Outcome: All children are engaged in, and benefiting from, schooling. Schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children.

Performance Measure	Cohort	Baseline	Baseline Year			Target Year (2010)		
Average attendance	All	2009	62.0%			59.2%		
	Indigenous	2009	60.6%			57.3%		
	Non-Indigenous	2009	88.0%			91.9%		
Proportion of students attending over 80%	All	2009	35.3%			34.2%		
	Indigenous	2009	34.3%			33.0%		
	Non-Indigenous	2009	63.6%			66.4%		
Proportion of 'at risk' enrolments	All	2009	9.7%			11.9%		
	Indigenous	2009	10.1%			12.4%		
	Non-Indigenous	2009	0.4%			0.5%		
Average enrolment	All	2008	9,593			9,612		
	Indigenous	2008	9,099			9,095		
	Non-Indigenous	2008	494			517		
Apparent retention rates			Years T-6	Years 7-9	Years 10-12	Years T-6	Years 7-9	Years 10-12
	All	2008	81.4%	61.3%	65.0%	94.0%	61.7%	31.2%
	Indigenous	2008	82.7%	62.4%	67.9%	101.1%	60.8%	32.0%
	Non-Indigenous	2008	64.4%	47.1%	16.7%	39.4%	73.6%	21.4%
Average student band increase against NT Curriculum Framework (matched students)			English	Maths	ESL	English	Maths	ESL
	All	2008 – 2009	0.38	0.31	0.72	0.49	0.43	0.78
	Indigenous	2008 – 2009	0.41	0.31	0.72	0.46	0.43	0.78
	Non-Indigenous	2008 – 2009	0.35	0.42	0.83	0.52	0.51	1.56

Section 9 – Northern Territory Performance Measures

Closing the Gap NP

Outcome: Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving. Halve the gap in reading, writing and numeracy achievement for Indigenous children within a decade.

Performance Measure	Cohort	Year 3 Reading		Year 3 Numeracy		Year 5 Reading		Year 5 Numeracy		Year 7 Reading		Year 7 Numeracy	
		2008	2010	2008	2010	2008	2010	2008	2010	2008	2010	2008	2010
NAPLAN MSS	All	185.0	216.5	254.7	243.0	276.4	300.2	337.4	333.9	358.0	394.5	408.3	393.2
	Indigenous	170.5	202.9	246.3	231.4	259.5	285.5	327.3	321.9	340.2	379.7	398.1	380.8
Number of students at or above NMS	All	123	291	206	247	58	122	134	161	111	136	174	163
	Indigenous	90	244	166	197	22	79	96	117	65	86	130	114
	Non-Indigenous	29	36	33	41	34	33	28	38	34	38	34	37
% students at or above NMS	All	21.5%	42.9%	35.8%	36.7%	11.2%	18.7%	25.1%	25.6%	23.2%	26.7%	34.5%	30.0%
	Indigenous	17.1%	39.4%	31.3%	32.1%	4.6%	13.1%	19.5%	20.2%	15.2%	19.1%	28.5%	23.5%
	Non-Indigenous	61.7%	69.5%	71.7%	69.5%	82.9%	64.7%	68.3%	77.6%	69.4%	65.5%	70.8%	64.9%
Number students participating in NAPLAN testing	All	572	679	576	673	520	653	533	629	478	509	504	543
	Indigenous	525	619	530	614	479	602	492	580	429	451	456	486
	Non-Indigenous	47	60	46	59	41	51	41	49	49	58	48	57
% students participating in NAPLAN testing	All	64.1%	72.4%	64.6%	71.7%	63.8%	74.9%	65.4%	72.1%	57.0%	70.6%	60.1%	75.3%
	Indigenous	62.7%	70.9%	63.3%	70.3%	62.4%	74.0%	64.1%	71.3%	55.0%	68.4%	58.5%	73.7%
	Non-Indigenous	85.5%	92.3%	83.6%	90.8%	87.2%	87.9%	87.2%	84.5%	83.1%	93.5%	81.4%	91.9%

Note: MSS= Mean Scale Score, NMS = National Minimum Standard

Section 9 – Northern Territory Performance Measures

Closing the Gap NP

Outcome: Young people make a successful transition from school to work and further study. Halve the gap for Indigenous students in Year 12 attainment or equivalent rates by 2020.

Performance Measure	Cohort	Baseline	Baseline Year	Target Year (2010)
Number 15 – 19 year olds participating in school	All	2008	944	771
	Indigenous	2008	899	729
	Non-Indigenous	2008	45	42
Number of 15-19 year olds participating in VET	All	2008	156	174
	Indigenous	2008	136	131
	Non-Indigenous	2008	20	43
Proportion of 15-19 year olds participating in VET	All	2008	16.5%	22.6%
	Indigenous	2008	15.1%	18.0%
	Non-Indigenous	2008	44.4%	102.4%
Number of 15-19 year olds participating in school based apprenticeships	All	2008	0	0
	Indigenous	2008	0	0
	Non-Indigenous	2008	0	0
Number of students completing NTCE	All	2008	38	31
	Indigenous	2008	36	27
	Non-Indigenous	2008	2	4
Number of students aged 15-19 completing at least one VET Unit of Competency	All	2008	156	163
	Indigenous	2008	136	124
	Non-Indigenous	2008	20	39

Note: Source for number of students participating in schools measure is Age Grade Census, a point in time measure. Number of students participating in VET is a figure reflecting students participating in VET at any point in the year. Therefore, number of students participating in VET as a proportion of number of students participating in schooling may exceed 100%.

Section 9 – Northern Territory Performance Measures

Low SES School Communities NP

Outcome: All children are engaged in, and benefiting from, schooling. Schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children.

Performance Measure	Cohort	Baseline	Baseline Year			Target Year (2010)		
Average attendance	All	2009	71.3%			69.7%		
	Indigenous	2009	65.1%			62.8%		
	Non-Indigenous	2009	90.6%			91.0%		
Proportion of students attending over 80%	All	2009	43.1%			42.7%		
	Indigenous	2009	37.6%			36.9%		
	Non-Indigenous	2009	71.5%			70.0%		
Proportion of 'at risk' enrolments	All	2009	6.3%			8.0%		
	Indigenous	2009	8.1%			10.3%		
	Non-Indigenous	2009	0.2%			0.2%		
Average enrolment	All	2008	16,560			16,984		
	Indigenous	2008	12,552			12,799		
	Non-Indigenous	2008	4,008			4,186		
Apparent retention rates 2008			Years T-6	Years 7-9	Years 10-12	Years T-6	Years 7-9	Years 10-12
	All	2008	83.8%	91.3%	54.5%	96.7%	90.4%	42.7%
	Indigenous	2008	86.3%	84.8%	56.2%	104.0%	83.8%	30.4%
	Non-Indigenous	2008	75.8%	109.4%	52.2%	74.8%	107.2%	62.4%
Progress against NT Curriculum Framework. (matched students)			English	Maths	ESL	English	Maths	ESL
	All	2008-2009	0.43	0.34	0.72	0.48	0.44	0.82
	Indigenous	2008-2009	0.42	0.31	0.72	0.50	0.44	0.81
	Non-Indigenous	2008-2009	0.44	0.42	0.89	0.46	0.47	1.01

Section 9 – Northern Territory Performance Measures

Low SES School Communities NP

Outcome: Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving. Halve the gap in reading, writing and numeracy achievement for Indigenous children within a decade.

Performance Measure	Cohort	Year 3 Reading		Year 3 Numeracy		Year 5 Reading		Year 5 Numeracy		Year 7 Reading		Year 7 Numeracy	
		2008	2010	2008	2010	2008	2010	2008	2010	2008	2010	2008	2010
NAPLAN MSS	All	233.5	254.3	288.7	274.2	332.4	336.2	369.3	362.3	423.4	447.0	457.1	440.3
	Indigenous	191.8	221.3	262.9	248.8	290.6	302.6	346.1	335.5	357.6	398.7	412.0	393.3
Number of students at or above NMS	All	340	591	498	558	301	368	412	428	468	598	588	616
	Indigenous	167	390	295	346	111	179	217	234	132	226	241	242
% students at or above NMS	All	36.8%	54.0%	53.7%	51.3%	32.6%	35.4%	44.3%	42.4%	48.8%	54.3%	59.5%	54.0%
	Indigenous	23.8%	45.7%	41.7%	41.0%	16.2%	21.9%	31.2%	29.5%	21.7%	33.0%	38.0%	33.2%
Students above NMS	% Non-Indigenous	60.8%	68.5%	76.4%	63.8%	67.8%	60.9%	55.3%	69.3%	80.2%	73.1%	76.6%	71.4%
	# Non-Indigenous	135	165	168	155	160	134	130	149	283	305	272	295
Number students participating in NAPLAN testing	All	924	1095	927	1087	922	1039	931	1009	960	1101	989	1141
	Indigenous	702	854	707	844	686	819	696	794	607	684	634	728
	Non-Indigenous	222	241	220	243	236	220	235	215	353	417	355	413
% students participating in NAPLAN testing	All	70.4%	78.7%	70.7%	78.1%	71.7%	80.4%	72.4%	78.1%	66.1%	81.1%	68.1%	84.0%
	Indigenous	65.6%	75.0%	66.1%	74.2%	66.3%	77.5%	67.3%	75.1%	58.1%	73.8%	60.7%	78.5%
	Non-Indigenous	91.7%	95.3%	90.9%	96.0%	93.7%	93.6%	93.3%	91.5%	86.5%	96.8%	87.0%	95.8%

MSS= Mean Scale Score, NMS = National Minimum Standard

Section 9 – Northern Territory Performance Measures

Low SES School Communities NP

Outcome: Young people make a successful transition from school to work and further study. Halve the gap for Indigenous students in Year 12 attainment or equivalent rates by 2020.

Performance Measure	Cohort	Baseline	Baseline Year	Target Year (2010)
Number 15 – 19 year olds participating in school	All	2008	2381	2198
	Indigenous	2008	1517	1332
	Non-Indigenous	2008	864	866
Number of 15-19 year olds participating in VET	All	2008	499	468
	Indigenous	2008	322	313
	Non-Indigenous	2008	177	155
Proportion of 15-19 year olds participating in VET	All	2008	21.0%	21.3%
	Indigenous	2008	21.2%	23.5%
	Non-Indigenous	2008	20.5%	17.9%
Number of 15-19 year olds participating in school based apprenticeships	All	2008	11	37
	Indigenous	2008	5	13
	Non-Indigenous	2008	6	24
Number of students completing NTCE	All	2008	208	243
	Indigenous	2008	86	68
	Non-Indigenous	2008	122	175
Number of students aged 15-19 completing at least one VET Unit of Competency	All	2008	493	450
	Indigenous	2008	318	300
	Non-Indigenous	2008	175	150

Note: Source for number of students participating in schools measure is Age Grade Census, a point in time measure. Number of students participating in VET is a figure reflecting students participating in VET at any point in the year. Therefore, number of students participating in VET as a proportion of number of students participating in schooling may exceed 100%.

Section 9 – Northern Territory Performance Measures

Literacy and Numeracy NP

Outcome: All children are engaged in, and benefiting from, schooling. Schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children.

Performance Measure	Cohort	Baseline	Baseline Year	Target Year (2010)
Proportion of students attending over 80%	All	2009	66.53%	66.83%
	Indigenous	2009	52.04%	51.98%
	Non-Indigenous	2009	73.77%	74.49%

Outcome: Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving. Halve the gap in reading, writing and numeracy achievement for Indigenous children within a decade.

Performance Measure	Cohort	Year 3 Reading		Year 3 Numeracy		Year 5 Reading		Year 5 Numeracy		Year 7 Reading		Year 7 Numeracy	
		2008	2010	2008	2010	2008	2010	2008	2010	2008	2010	2008	2010
NAPLAN MSS	All	346.9	358.2	362.0	348.9	447.2	447.7	437.9	444.8	507.5	501.3	506.9	496.8
	Indigenous	284.1	306.3	315.8	307.1	382.4	391.5	390.7	401.3	477.8	469.9	477.5	467.6
Number of students at or above NMS	All	475	519	537	534	480	459	511	491	170	175	174	175
	Indigenous	109	132	135	137	77	101	92	121	37	48	42	47
% students at or above NMS	All	75.8%	82.9%	86.5%	85.9%	74.7%	76.4%	80.0%	82.5%	87.6%	79.9%	87.4%	80.6%
	Indigenous	60.9%	70.6%	77.6%	74.1%	48.4%	58.4%	59.0%	70.3%	75.5%	68.6%	77.8%	66.2%
Students above NMS	% Non-Indigenous	63.2%	67.7%	77.2%	69.6%	67.4%	68.0%	62.9%	71.6%	72.4%	59.7%	69.0%	61.0%
	# Non-Indigenous	283	297	345	304	326	291	304	303	105	89	100	89
Number students participating in NAPLAN testing	All	627	626	621	622	643	601	639	595	194	219	199	217
	Indigenous	179	187	174	185	159	173	156	172	49	70	54	71
	Non-Indigenous	448	439	447	437	484	428	483	423	145	149	145	146
% students participating in NAPLAN testing	All	93.6%	94.0%	92.7%	93.4%	92.5%	95.7%	91.9%	94.7%	82.9%	92.4%	85.0%	91.6%
	Indigenous	89.1%	89.0%	86.6%	88.1%	85.5%	89.6%	83.9%	89.1%	71.0%	83.3%	78.3%	84.5%
	Non-Indigenous	95.5%	96.3%	95.3%	95.8%	95.1%	98.4%	94.9%	97.2%	87.9%	97.4%	87.9%	95.4%

MSS= Mean Scale Score, NMS = National Minimum Standard