



Australian Government



Northern Territory
Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES

LITERACY AND NUMERACY

**CLOSING THE GAP IN THE NORTHERN TERRITORY – INITIATIVES
SUPPORTING QUALITY TEACHING AND LITERACY AND NUMERACY**

NORTHERN TERRITORY Annual Report for 2011

(Closing the Gap National Partnership for period ending 31 March 2012)



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Section 1 – Smarter Schools National Partnership Overview

Overview

Delivery of the Smarter Schools National Partnerships (SSNP) in the Northern Territory is integrated into reform effort as articulated through the strategic plans of all education sectors and under *Territory 2030*. These strategic platforms align to, and provide momentum for, the Northern Territory's contribution to the national reform agendas: the National Education Agreement, the National Indigenous Reform Agreement and, ultimately, the National Goals for Young Australians.

To improve the outcomes of student engagement and attainment, reform effort in the Northern Territory has focussed on building strong leaders and enhancing the quality of teachers, particularly in remote contexts, and creating and sustaining meaningful partnerships with communities.

The SSNP provide additional resourcing to progress these key areas of reform in 134 schools (116 government and 18 non-government) across 6 regions and 3 sectors. Further intensifying effort, focus under the Enhancing Education Schedule of the Closing the Gap National Partnership (*Closing the Gap National Partnership*) provides additional targeted support for Indigenous students living in prescribed town camps and communities to 'close the gap' on disadvantage for these young people.

2011 Key highlights

Driven by the strong focus of reform on enhancing leadership, improving teacher quality and building strong community partnerships, student outcomes are showing improvement under both the National Assessment Program – Literacy and Numeracy (NAPLAN) and the Northern Territory Curriculum Framework (NTCF). In particular, Indigenous students are showing improvements in both test participation as well as the number achieving at, or above, the National Minimum Standard (NMS). Whilst retention within stages of schooling is improving, improving every day attendance across all schools remains a challenge. However, at the school level there are many instances of schools responding to local needs and adopting flexible and innovative approaches to the delivery of education. Improvement in student attendance is improving at these sites shows that positive change in this challenging area can and does occur (for example in Alekarenge, Gochan Jiny Jirra, Nyirripi and Woolaning Schools, the average attendance over either Semester 1 or 2 in 2011 increased by more than 20%, as compared to the same semester in 2010).

Areas of reform which are driving improved student outcomes in the Northern Territory include:

- building integrated service delivery in early years, engaging and supporting families with their roles as caregivers and educators.
- developing true partnerships with families, community, business and industry to position education at the centres of each community and to ensure meaningful post-schooling pathways.
- supporting local Indigenous people to gain education qualifications and undertake more active and informative roles in schools, providing both continuity and contextually relevant education for young people within their communities.
- enhancing the teacher lifecycle, to ensure the best teachers are engaged, developed and retained within the remote schools workforce.
- ensuring school leaders and teachers are supported through coaching and mentoring to build and implement local, evidence based approaches that target the needs of individual students and communities.
- offering students, in particular those in middle and senior years, meaningful subject choices which are delivered through flexible and innovative means to ensure geographical location is not a barrier to education.

Cross sector collaboration

All sectors across the Northern Territory share a joint vision for reform under the SSNP, as described through the Northern Territory Implementation Plan. The Non-Government Ministerial Advisory Council represents both government and non-government sectors providing strategic oversight of these National Partnerships. Operationally, a number of areas of reform are being progressed cross-sectorally to benefit schools and systems across all sectors in addition to the implementation of targeted initiatives within sectors.

School Level Plans

All schools that have received funding under the SSNP have published their annual school improvement plans online, through the Northern Territory's [SSNP website](http://www.det.nt.gov.au/ssnp) (www.det.nt.gov.au/smarterschools).

Section 2 – Improving Teacher Quality

Overview and highlights – 1 January to 31 December 2011

The Northern Territory has continued to focus reform effort on attracting, retaining and developing quality teachers to the Northern Territory, particularly to remote schools through the Remote Teaching Service recruitment and selection process. Ensuring suitable teachers are recruited, better prepared and supported to teach in remote contexts will continue to improve the retention rates, allowing for continuity and quality teaching and improved outcomes for students.

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.

In addition to supporting new and pre-service teachers, the Northern Territory is building the capacity of the local Indigenous workforce to improve community engagement and participation in schools, through strengthening Indigenous school leadership and increasing the number of qualified local recruits in schools. Programs such as Growing Our Own in the Catholic sector are enabling Indigenous staff to finalise teaching qualifications to become local teachers and mentors for other staff and students.

Principals and school leaders are participating in instructional leadership programs aimed at improving the capacity of school leaders to implement reforms, including whole school approaches to literacy and numeracy.

Progress against Improving Teacher Quality National Partnership Facilitation Reforms

National Professional Standards for Teachers

Following finalisation of the National Professional Standards (NPST) for Teachers in April 2011, the Teacher Registration Board of the Northern Territory (the Board) endorsed a phased implementation to ensure a smooth transition for teacher registration using the national standards from January 2013. Until that time, the Northern Territory Standards for Competent Teachers guide the transition of teachers from Provisional to Full Registration, as well as renewal of registration requirements for fully registered teachers. Information has been developed and made available for teachers to understand the changes between the current Northern Territory Professional Standards for Teachers and the new National Professional Standards for Teachers. Assessments are being completed by the Board for teachers moving from Provisional to Full Registration.

Systemic requirements to support the use of the NPST are being addressed. A pilot study was completed in partnership with the Centre for School Leadership, Learning and Development to determine the suitability of the current illustrations of practice (evidence) protocols in relation to the new NPST. The findings of the pilot were provided to the Australian Institute for Teaching and School Leadership (AITSL) and are available online. The Board and other stakeholders continue to work closely with AITSL with particular focus on finalising the illustrations of practice and developing support materials to assist registered teachers to understand the use and application of the NPST.

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.

In 2011, 32 teachers participated in the program. On completing the program, 21 participants have been awarded Highly Accomplished status and 11 have been awarded Lead Teacher status. The Northern Territory is committed to ensuring that HALT teachers are available to support schools in most need, including remote schools. Of the 2011 participants, 11 of these participants were from remote or very remote government schools, and an additional four participants worked in schools eligible under the *Low SES National Partnership*. 22 Lead Teacher positions have been identified across all regions

for Term 1 2012, this includes 15 in very remote or remote government schools.

The Northern Territory has been participating in the ongoing development of agreed guidelines for the national recognition and certification of teachers at higher levels, and the HALT program will be reviewed by December 2012 to take into consideration relevant national directions.

Nationally Consistent Registration of Teachers

The Teacher Registration Board of the Northern Territory endorsed an implementation plan to transition to a nationally consistent approach to teacher registration, based on the NPST, from January 2013. Transitional arrangements will begin in 2012, including some required amendments to the *Teacher Registration (Northern Territory) Act* and relevant policies, and implementation of the Mutual Recognition agreement between jurisdictions.

National Accreditation of Pre-service Teacher Education Courses

Following legislative changes in 2010, enabling the Teacher Registration Board authority to accredit pre-service teacher education programs, the Northern Territory has participated in development of the national accreditation process. The national framework will be used to assess five courses of study in 2012. Work at a national level continues to ensure that the interpretation of standards within the framework are applied consistently.

Professional Development and Support for Principals

The Northern Territory continues to maintain a focus on building the capacity of principals to drive school improvement and deliver improved outcomes for students. The Centre for School Leadership, Learning and Development is delivering a range of programs which aim to:

- provide high quality professional learning and development programs, and activities for school leaders, aspiring school leaders and teachers;
- 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; and
- 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.

Programs have a strong focus on teaching instruction and instructional leadership, in particular targeting the needs of leaders operating in remote schools. Programs include:

- the Preparation for School Leadership program funded under the *Low SES National Partnership* (refer to section 3); and
- a 12 month Literacy and Numeracy Leadership program designed to enhance principals' capabilities to embed effective whole school literacy and numeracy teaching, learning and assessment practices within their own schools contexts. All principals and selected members of the school leadership teams are currently participating in the program.

The Catholic sector is working with the Australian Council for Educational Leadership (ACEL) to provide leadership programs targeting learning and leading together for leadership teams, including Indigenous Leadership groups, from each school.

The Northern Territory is also delivering professional development and support at the regional and local level by:

- implementing a range of site-specific inclusive leadership models in very remote schools, which provide support to principals to develop strong partnerships with local community leaders/families and enhance the cultural connections between the school and education; and
- assisting principals to better lead school improvement through enhanced regional and school-

based support for literacy and numeracy learning, teaching of multi-lingual learners, data literacy/diagnostic systems and business support systems. In addition, through the development of Regional Plans aligned to system priorities, principals are provided with enhanced clarity about the associated performance targets and measures of success expected their schools.

In 2012, additional funding under the *Improving Teacher Quality National Partnership* for principal professional development will further support strong school review processes to underpin planning, including curriculum leadership, through school review teams working with principals and leaders in government and independent schools. The first program will be held in April 2012 with 20 principals and leaders participating in the program.

Improved Performance Management and Continuous Improvement in Schools

The Northern Territory continues to drive improvement in schools and support the performance of teachers. These activities include:

- The release of the probation and performance management policy, which is underpinned by the Competency and Leadership Framework. Implementation of this is supported through self/peer and management assessment tools and an online training tool that provides guidance on the roles and responsibilities related to performance management. In addition, a performance assessment tool has been trialled in a number of selected schools and there is currently a focus on strengthening and streamlining the performance management processes in small remote schools.
- The development of new tools and processes for performance planning linked to staff progression within and across levels, which includes the Classroom Teacher (CT) 5 to CT 6 Progression Assessment Process.
- A new regional induction framework to provide new teachers with information specific to their regions and communities as well as the support mechanisms available in their own regions. Remote Teacher Support Officers have been established in five regions to provide one-on-one support to teachers and "RTS Online" has been developed as a hub to support the well-being and professional learning and networking of remote teachers. The site focuses on preparing for, living in and teaching in the Northern Territory.
- New teachers are participating in professional development opportunities during the first two years of their employment through the orientation and recall programs which ensure ongoing and timely support. In 2011 two orientation programs were delivered, one in Darwin and one in Alice Springs to a combined total of 212 participants. A recall program was delivered mid-year to 35 teachers who had attended the orientation programs in January. Of all the participants to the orientation and recall programs in 2011, 60% were from remote or otherwise socially disadvantaged schools.
- Introduction of the Teaching Excellence Program which supports the development of highly performing remote and very remote teachers. The program focuses on practical strategies to improve teaching and learning in the Northern Territory context which participants are then able to apply through delivery of collaborative action research projects. Twelve experienced remote teachers (10 government and two non-government) participated in the program in 2011.

New Pathways into Teaching

The Northern Territory has selected the Teach for Australia model to be implemented in the Remote Centres of Excellence located at Katherine High School and Barkly College in Tennant Creek. The program will provide pre-service teachers and new teachers with quality supervision, mentoring and support. Four Teach for Australia Associates have been selected in Katherine and two in Barkly, and six high performing teachers within these schools were selected and trained to be Teacher for Australia mentors for these Associates. An additional four high performing teachers have been trained under the Teach for Australia mentoring program to provide quality mentoring support for pre-service teachers and new teachers.

Better Pathways into Teaching

The Northern Territory reforms in this area have been focused on supporting teaching professionals and paraprofessionals upgrade and obtain formal qualifications. These reforms are discussed in more detail in the *Indigenous Workforce Development* section of this report under the *Closing the Gap National Partnership* and include the development of Northern Territory's Assistant Teacher Standards.

Improved Quality and Availability of Teacher Workforce Data

The Northern Territory continues to contribute to national activity to improve workforce data through participation on the taskforce associated with the Teacher Quality reform agenda and representation on the National Teacher Datasets sub-group.

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 within the NT DET. This is being achieved through:

- development of a professional learning system that will enable all staff professional learning to be captured centrally from 2012;
- enhancements to the Staff Management System to collect and report on more granular datasets
- the continued development of an improved reporting functionality in the *Teaching in the Territory* online recruitment application;
- the establishment of metrics for longitudinal workforce reporting to inform strategic decision making;
- close tracking and monitoring of Remote Teaching Service teachers to assist with identifying reasons for resignation or movement from remote schools, to better inform the selection and induction process and monitor success; and
- strengthened systems to monitor course completions and pay progression for Assistant Teachers.

Indigenous Education Workforce Pathways

This area of reform is a significant priority for the Northern Territory not only to assist in building a sustainable workforce but ensure to Indigenous culture is embedded into the school curriculum and practices. NT DET has made a commitment to a stretch target of 200 additional Indigenous teachers by 2018. This is reported under *Closing the Gap National Partnership* (section 4).

Quality Placements

The Northern Territory is committed to enhancing pre-service teacher education programs to prepare future educators for careers in the Northern Territory. During Semester 1 2011, the Northern Territory worked with partner universities to generate greater awareness of teaching in remote Northern Territory schools and pre-service placement programs. From the information sessions, 38 applications were received and 24 pre-service teachers completed a four week placement in remote Northern Territory schools in Semester 2 2011. Eight of the participants are now employed in Northern Territory remote schools, with an additional eight pre-service teachers yet to complete their course.

In collaboration with the Charles Darwin University, the NT DET 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. In 2011, 213 pre-service teachers were placed in 37 government and four independent primary, middle, secondary and combined schools involved in the Teaching School program.

School Centres of Excellence

Two Remote Centres of Excellence located at Katherine High School and Barkly College in Tennant Creek will deliver the Teach for Australia program. The program will enable new teachers to access formalised, comprehensive, coherent and sustained training to enhance their instructional practices with experience teaching in the Northern Territory's remote and very remote contexts. The program will:

- develop high potential experienced teachers into quality mentors through an accreditation course;
- provide quality supervision, mentoring and support to Teacher for Australia Associates and other pre-service teachers and new teachers; and
- provide scholarships for pre-service teachers to undertake final year practicum placements at the Centres.

The program will provide these schools with access to quality staff with specialist knowledge in hard to fill subject areas. This is expected to build the capacity of these schools by providing effective and high quality mentoring and support for teachers.

Four Teach for Australia Associates have been selected to commence in Katherine and two in Barkly, and six high performing teachers within these schools were selected and trained to be Teacher for Australia mentors for these Associates.

An additional four high performing teachers have been trained under the Teach for Australia mentoring to provide quality mentoring support for pre-service teachers and new teachers.

Support for Aboriginal and Torres Strait Islander Peoples and Other Cohorts

The key reforms under the Northern Territory's *Improving Teacher Quality National Partnership* are focused on building a capable and quality remote workforce where teachers are equipped with tools to deliver appropriate instruction to improve the outcomes of students living in some of the most challenging contexts in Australia. 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 receive targeted support.

A strong focus in the Northern Territory is on growing the Indigenous workforce, not only to ensure program planning and school operations reflect the needs of the community, but to provide a sustainable and consistent workforce for Indigenous students living in remote locations.

Challenges to Implementation/Progress – 1 January to 31 December 2011

Attracting and retaining quality teachers, particularly in remote school continues to be a challenge for the Northern Territory, however through the improved recruitment, orientation and induction process and support for Indigenous staff to become teachers, the Territory is making improvements in this area.

With a high proportion of remote schools in the Northern Territory, delivering quality professional development and support for principals, teachers and paraprofessionals to geographically isolated locations poses challenges to implementation. This includes the acquisition of housing for onsite or regionally based positions, ability to travel to schools during the wet season and the ability to recruit suitably qualified professionals to specialist positions. However, regions are working with schools to provide alternate service delivery models where possible and programing onsite services and support when travel and accommodation permit.

Showcase

Assistant Teacher Standards

NT DET employs Assistant Teachers in remote and very remote schools to support classroom teachers by assisting Indigenous students with learning and liaising with families. DET has developed, trialled, refined and published Standards for Assistant Teachers using a similar mapping framework to the National Professional Teacher Standards. These standards clearly identify a pathway for Assistant Teachers, including those undertaking Vocational Education and Training qualifications in education

support or children’s services.

Job descriptions linked to the Assistant Teacher Standards have also been developed and are available to schools. They present a common understanding and language for professional discussions between Assistant Teachers, Principals, Teacher Educators and learning institutions. The Standards are intended to support Assistant Teachers' career-long development. Assistant Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements.

The Assistant Teacher Standards reflect a continuum of an Assistant Teacher's developing expertise, from initial employment and training through to preparation for tertiary qualifications and joining the teaching profession.

All regions are working with schools to use these standards to support the professional development and career progression of Assistant Teachers. For example, in the Katherine Region, the Indigenous Staff Training Coordinator has been working with schools to use the Assistant Teacher Standards to discuss and map the professional development of these staff. The regional coordinator has worked with 41 Assistant Teachers across 11 schools to support the undertaking of education qualifications and to implement and deliver professional learning to support teachers and paraprofessionals “Working in Teams”.

Inclusive Leadership models are in place in 22 large very remote government and non-government schools. Schools determine the most appropriate way to enhance engagement of local communities with education. A number of schools in the Northern Territory have chosen to engage local community members and other key personnel to guide and support leaders in remote government and catholic schools. These arrangements ensure cultural context is embedded in the curriculum, support staff cultural competence, promote community engagement with schooling and fosters two-way dialogue to establish integration of community values in the school.

Inclusive leadership models include:

- Cultural advisors and local staff that support cultural programs, staff cultural competence and promote community engagement with school.
- Co-principals working in partnership to foster two way dialogue to establish integration of school and community values.
- Community mentors that provide cultural advice, support cultural programs.
- Senior teachers providing leadership to develop strong links between the school, community and industry to support student transition to jobs.

At Alekarenge School the local Indigenous staff are identified as key to leading cultural programs to engage students in learning and work with staff to help inform teaching. There is a local Indigenous

Northern Territory Government		DEPARTMENT OF EDUCATION AND TRAINING	
Professional Standards for Assistant Teachers		LEVEL 1	
No Qualifications - Recognises prior learning in Australian Indigenous Languages and Culture			
PROFESSIONAL KNOWLEDGE	KNOW THEIR STUDENTS AND HOW THEY LEARN Through an understanding of their own and students' culture and first language in conjunction with the teaching learning program know how to:	1.1	<ul style="list-style-type: none"> • talk to children in their first language about their work • assist with communication between the school and the community • establish positive relationships with parents/carers and members of the broader community to support student learning • communicate effectively with students to support their understanding of teacher directions and task requirements • support individual students in the appropriate use of resources to engage them in their learning • provide advice on language and cultural learning activities and materials appropriate for the learning levels of the students and in line with program/school directions.
	KNOW HOW TO ASSIST TEACHERS TO TEACH Through developing knowledge of the curriculum and associated documents know how to:	1.2	<ul style="list-style-type: none"> • support the team teacher by assisting individual students to practise language, maths and other skills in first and additional languages • support the team teacher by working with students in one to one situations on class-based tasks within a team - teaching context • support the team teacher in providing students with extra practise on concepts that have not been mastered, as identified with the team teacher • assist with delivery of short activities as directed by the team teacher and discussed in team planning • deliver prepared activities with individual students that have been developed by the team.
	ASSIST THE TEACHER TO PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING Through actively participating in team planning and implementation of the teaching learning program and with support from the team teacher:	1.3	<ul style="list-style-type: none"> • identify some curriculum documents and materials associated with the content being taught in the classroom • participate in planning the first language program for language and culture programs • participate in English language lesson planning sessions as per school policy • participate in planning and developing cultural and language curriculum components.
PROFESSIONAL PRACTICE	ASSIST THE TEACHER TO MAINTAIN A SAFE AND CHALLENGING LEARNING ENVIRONMENT Through active participation in the learning environment be able to support and assist:	1.4	<ul style="list-style-type: none"> • in developing a positive learning environment where respect for the individual is fostered • the team teacher to prepare, organise and tidy the classroom or work area on a daily basis • with supervision of classroom activities ensuring safety at all times • the team teacher by monitoring student engagement in learning, and redirecting where required • setting up activities and supervising some classroom activities with individual students • individual students within the same space as the team teacher, using the program planned and shared in team planning.
	ASSIST THE TEACHER TO ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING Through knowledge of the curriculum and associated assessment tools is able to with support:	1.5	<ul style="list-style-type: none"> • assist with documenting student task completion • assist the team teacher by maintaining basic records of student learning progress • assist with assessing individual student work and providing input to the evaluation of student progress.
	ENGAGE IN PROFESSIONAL LEARNING Through professional learning, practice, team planning and implementation of programs is able to with support:	1.6	<ul style="list-style-type: none"> • attend recommended workshops/professional development when required • identify own learning needs through discussion with the team teacher or teaching principal • use knowledge and skills gained through professional learning to improve their classroom and team effectiveness. • discuss with other assistant teachers and their team teacher about what they have learnt. • begin to apply knowledge and skills learned in the classroom.
PROFESSIONAL ENGAGEMENT	ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS AND CARERS AND THE COMMUNITY Through being active members of their profession is able to:	1.7	<ul style="list-style-type: none"> • reflect on their effectiveness as a team member • manage their duties as a team member • demonstrate an understanding of the need for professional conduct and confidentiality • attend school meetings when required • establish positive relationships with parents/carers and members of the broader community to appropriately support cultural learning for students.

Assistant Teacher Standards

leadership role in the school to build relationships between the school and community and a dedicated School Program Coordinator working with the Principal to deliver targeted professional development for staff with a focus on literacy and numeracy. Assistant Teachers play an important role in decision-making at the school, particularly improving the quality of teaching and learning at the school by providing local context.

Since commencing at the school in 2011, community engagement has been a major focus for the Principal. A school-community partnership agreement has been developed and since formalising the agreement there has been a dramatic improvement in student attendance and staff retention, and a positive response from the community and school council.

“The Assistant Teachers are a really strong voice for our school out in the community, so their opinions and their job satisfaction is really important to us at the school. Part of our agreement includes working closely with those assistant teachers to ensure they are valued in the school and to ensure that their perspectives are always listened to and taken into account when making any decisions.”

Principal, Alekarengge School

Assistant teachers also work with teachers to help inform their teaching and learning practices, to make them relevant for students at Alekarengge School.

“Assistant teacher provides me with an extensive, variety of knowledge about Ali Curung, about the culture, about the land, the food, the language, and we work together to implement that into the classroom.”

Senior Teacher, Alekarengge School

“The highest level of change can come from engaging with the school community and that’s what we’ve done at Alekarengge.”

Principal, Alekarengge School

A video on the Barkly Region, which features Alekarengge School is available on the [SSNP website](http://www.det.nt.gov.au/smarterschools/videos) (www.det.nt.gov.au/smarterschools/videos).

Sustainability

Many of the initiatives supporting the improved teacher quality reform agenda will be sustained beyond the National Partnership as they have been embedded through legislation, policy and process. These include:

- The Northern Territory’s new selection and recruitment process for attracting and retaining quality remote teachers, including improved screening, orientation, induction and support for teachers.
- Increasing the capacity of the Indigenous workforce and increasing the number of Indigenous teachers in the Northern Territory schools to ensure schools are better equipped to understand and adapt teaching and learning to the cultural context of the local community.
- Embedding the National Professional Standards for Teachers to ensure consistency and quality of teaching within the Northern Territory and nationally.
- The introduction of Highly Accomplished and Leading Teachers and incentives for the remote workforce enabled through the Teacher and Educator 2010-2013 Enterprise Agreement.

Section 3 – Low Socio-Economic Status School Communities

Overview

The *Low Socio-Economic Status School Communities (Low SES) National Partnership* supports schools with disadvantaged students through implementation a range of reforms at the system, region, sector and school level. The delivery of reform through this multi-layered approach aims to target the individual needs of each school and community. The Northern Territory has 116 schools identified as eligible for support under Low SES representing 61% and 39% of all Northern Territory schools and students, respectively. Within these schools in 2011, 12,799 Indigenous students, representing 73% of all Indigenous students in the Northern Territory, were eligible for support under this National Partnership. The majority of these schools (91 schools) are also eligible for support under the *Closing the Gap National Partnership*, activity is integrated across these National Partnerships to provide cohesive, relevant support to meet the needs of Indigenous students living in remote and very remote communities.

The challenges in low socio-economic communities, in particular those in remote and very remote settings, are complex and often interconnected and consequential in nature. This creates the necessity for a long term, multi-stranded reform agenda where all factors effecting a child's willingness, readiness and ability to engage in schooling are considered. In this regard, partnerships with families, local community and other government agencies and service providers are crucial to create shared ownership with the education system to find solutions to address issues of attendance, engagement and wellbeing.

Activities in this reporting period continued showing encouraging signs of progress, especially in the areas of enhancing school leadership to drive local reform, the development of Indigenous teachers in complex school communities and innovative local solutions to encourage student attendance and engagement with education across all stages of schooling.

The progress being made in these areas is reflected in student outcomes in Low SES schools, namely:

- a 10% increase in the apparent retention rate of students within the primary years of schooling. This is higher than the Northern Territory average;
- Increase in NAPLAN participation rates for Indigenous students across domains of reading and numeracy in years 3, 5 and 7;
- a 17% increase in student NTCF attainment in the subject of English, in 2010-11 compared with 2008-9;
- a continuing upward trajectory in the percentage of students achieving at or above National Minimum Standard in NAPLAN numeracy, in particular in the lower primary years of schooling; and
- a significant improvement in Indigenous students NAPLAN reading performance in Years 3, 5 and 7. This rate of improvement is greater than across the rest of the Northern Territory.

Further performance measure reporting is included in sections 8 and 9.

Significant Achievements of National Partnership reforms

School-Level Initiatives

Focussing on the importance of locally identified and driven solutions which meet the needs of each school and community, approximately 30% resourcing under the *Low-SES National Partnership* is provided directly to schools to deliver priorities identified in their school improvement plans. These align to, and complement, support provided through systemic and regional reform. Three initiatives: Remote Whole School Reform, Engaging Urban Students and Engaging Remote Indigenous Students provide the framework for tailoring resourcing for the individual needs of these schools.

The **Remote Whole School Reform (RWSR)** initiative supports 23 schools (20 government and 3 Catholic) and, together with supplementary investment through *Closing the Gap National Partnership*, is

helping address the complex issues experienced in the largest very-remote communities in the Northern Territory. Focus of activities at these sites includes:

- Building the role of family and community in education. This includes the implementation of inclusive leadership models at all sites and development of School Reform Councils to guide the strategic and operational direction for schools.
- Extension of VET programs to engage students, in particular those in middle years, and to work with local industry to create post schooling pathways.
- New and innovative approaches to teaching and learning, including the use of interactive media and web based technologies to provide an education for students, which overcomes geographical isolation.

The commitment of schools in delivering these programs is positively impacting on student outcomes. Across schools supported under the RWSR initiative, Year 3 Indigenous student participation in NAPLAN testing for both Numeracy and Reading has improved by over 4% between 2010 and 2011. Further, student performance is also improving, for example in Year 3 Indigenous student attainment of the Numeracy NMS increased from 22% in 2010 to 38% in 2011. This improvement continued into Year 5, where the percentage of students achieving NMS doubled from 2010 to 2011 (11% to 21%).

Under the **Engaging Urban Students** (EUS) initiative, 16 schools (14 government, 1 Catholic and 1 Independent) have been supported to implement strategies that focus on student wellbeing and building strong links between home and school for disadvantaged students living in provincial and regional (remote) areas. Of students in schools eligible under this initiative, almost 55% are Indigenous, hence they are also receiving support under the *Closing the Gap National Partnership* to reduce barriers to education. The range of activities delivered by EUS schools in 2011 included:

- Play groups and early years programs, engaging families and students with schooling and preparing them for formal pre-school.
- The employment of Indigenous mentors as cultural co-ordinators and Home Liaison Officers, ensuring strong links between the school and community. This has included the development of language and culture programs in schools to imbed Indigenous culture into the curriculum.
- Providing 'ready for schooling' support to ensure students are ready and able to engage in learning alongside their peers. This has included in-school health clinics for minor issues preventing students from attending school, school uniform and breakfast and lunch programs.

Focus on the enabling and wellbeing factors to engage families and students with schooling is showing improvements in outcome measures. Since 2009 there has been a year on year improvement in enrolment and attendance of Indigenous students at these schools. Overall, enrolment has increased by 10%, and attendance by 2% in the 2009 to 2011 period. There has also been a significant improvement in apparent retention rates for students in the middle years (Years 7-9). In particular, Indigenous student retention rate has changed significantly from 67% to 135%.

Students in small remote communities receive support under the **Engaging Remote Indigenous Students** (ERIS) initiative. This aims at providing support for smaller remote and very remote schools where in many instances there are not local resources or infrastructure to deliver initiatives to the scale of those employed under RWSR and EUS. 55 schools (including 3 Independent and 2 Catholic schools) received support under this initiative, which is co-funded with the *Closing the Gap National Partnership*. During 2011, activities in schools receiving support under ERIS included:

- Professional development for teachers and new ICT resources to deliver effective pedagogy to students in combined classrooms, at different stages of learning.
- Development of Indigenous presence in schools through the roles of Assistant Teachers, Home Liaison Officers and Cultural Co-ordinators. These roles focus on building cohesion between the school and community, and between school and home life.

Regional Initiatives

Recognising the difference in context across the Northern Territory's six regions, *Low SES National Partnership* provides regional grants to support the implementation of **attendance and engagement** strategies for targeted groups of students. In 2011, initiatives included:

- adapting flexible school timetables to account for community activities and regular movements between towns and communities. These included loading core curriculum content earlier in the week, providing flexible school year programs to deliver more of the school term in the wet season and extending the hours of operation of the school to provide older students with access to learning outside of the traditional school hours.
- developing site based attendance programs, including 'frequent attenders' clubs for students, and incentives for families who improve school attendance for all of their children.
- adopting reading, VET and technology resources which enable students entering school for the first time in later years of schooling to access content appropriate resources at their academic level.

Targeting the specific aspect of **community and family engagement** in education, regional grants were provided to deliver locally determined initiatives. Strategies of focus in 2011 included:

- building community engagement through empowerment and engagement programs such as MindMatters and the Indigenous Parent Factor Program.
- implementing early years and play group programs to increase families and communities familiarity and confidence within an education setting, as well as preparing young people for formal pre-school.
- initiating programs with partner organisations and the community to establish schools as the educational hub for communities, such as at Millner Primary school (see showcase, page 19)
- taking education into the community: holding regular events in places such as the sports oval, encouraging families and the community to view children's work, talk to teachers and take part in learning activities

Enhancing School Leadership

The Centre for School Leadership, Learning and Development (the Centre) was formed in 2010 as a partnership between the Department of Education and Training and Charles Darwin University. The Centre is delivering a range of **leadership programs** to support schools eligible under SSNP.

Focus for the Centre's programs under SSNP has been on capacity building programs for current and aspiring leaders, in particular those working in remote and very remote settings. Coaching models provide the mode of delivery for these courses, developing effective leaders to navigate complex school communities and the challenges of hard to fill schools.

In 2011, 72 participants across all regions completed the Preparation for School Leadership Program. In addition, eight principals took part in the High Potential School Leaders Program. Graduates and participants from both programs have identified the programs as being of high value. In particular, the provision of a framework and process for considering and solving challenges within the context of their own roles has been highly valued.

In the non-government sector, the **Discourse and Discernment** program is the channel through which Catholic Education Office (CEO) leadership and Indigenous leaders in communities work together to provide definition around the strategic directions of services for Indigenous students. The program has been operating at the Indigenous Catholic Community Schools (ICCS) of Santa Teresa, Murrupurtiyanuwu, Thamarrurr, St Francis Xavier and Xavier Community Education Centre schools. A particular focus in 2011 has been the review and renewal of school improvement plans, ensuring the community are the driving force behind determining what projects and programs are to be a priority at each of the five schools. In the Christian Schools sector, the School Improvement Renewal Framework

(developed and used by the CEO) has been adopted, and Principals have received support to use this framework.

Building capacity in **Indigenous School Leadership**, the Australian Council for Educational Leadership (ACEL) in partnership with the CEO has developed the Indigenous School Leadership project. The program is delivered through a dual stream approach; one stream provides targeted support directly to the leadership team of each of the five ICCS and the second stream includes the Indigenous Assistant Teachers, building Indigenous leaders at all levels across the school. Both streams have been co-facilitated by the schools' Indigenous Leadership Group and are grounded in the practice of learning and leading together.

Aside from their role as instructional leaders, it is recognised that Principals carry out finance, human resource and other corporate responsibilities in relation to devolved resources. This is particularly the case in small schools who do not receive a full staffing allocation for business or administration managers. **Business Support Consultants** continue to provide site based professional support in this regard. In 2011, a focus has been on formation and monitoring of budgets and other financial information to ensure integrity of financial processes and information. This has included training in the use of special purpose software and support throughout the school acquittal process for all single site, group schools, and school councils.

Working with both school leaders and classroom teachers, **Regional Mentor Capacity Building** positions are providing on-site support. Through mentoring and coaching approaches, focus has been placed on building evidence based approaches to literacy and numeracy pedagogy, enhancing teaching partnerships with para-professionals, and approaches to teaching for students with language backgrounds other than English. In the Arnhem region, instructive leadership rounds have been developed whereby Principals of schools visit each other and provide peer-to-peer review, challenge and support. In the Darwin and Katherine regions, based on priorities identified by school leaders, a series of 20 tutorials were developed on topics such as conflict resolution, leadership versus management and approaches to staff coaching. This has ensured leaders have access to current, relevant professional support at the time they need it.

To reward achievement contributing to reform under the *Low SES Communities National Partnership*, **School Improvement Awards** were presented in 2011 to leaders and staff of five schools. The cross-sectoral awards were given for improvement in enrolment and attendance, NAPLAN, performance and participation against the curriculum, and staff retention.

Support for teachers of Indigenous learners of English as a second language

The accredited **Graduate Certificate in Education (TESOL for Indigenous Learners)** was developed in partnership with Charles Darwin University in 2010 under the SSNP. This formal learning opportunity provides growth in the area of pedagogy for multi-lingual learners, which is often not delivered through mainstream teacher training. Unit One of the course, comprising 5 days of workshops, was delivered to 153 participants in 2011. The course is providing an opportunity for teachers new to the Northern Territory to build their skills in teaching Indigenous learners of English as a second language, as well as enhancing the skills of those with experience in this teaching area:

"I have been teaching Indigenous students in Central Australia for almost five years. The knowledge I have gained from this course is by far some of the most valuable knowledge to influence my teaching to date. Not only have I gained a better understanding of how to teach aspects of language, but also I have increased my own knowledge of the English language and its functions."

Teacher, Utopia School

An aspect of the program greatly valued by attendees is the opportunity to network and receive support from peers in schools across the Northern Territory. This is particularly important for teachers and leaders operating in, isolated remote and very remote communities. To extend this support function beyond the formal course component, a professional network has been developed. The Teaching Multi-

lingual Learners portal forms part of the network, providing educators across all sectors with an online forum in which to share best practice, raise challenges and discuss solutions. In addition, a two-day face to face meeting in each region once a term.

Student Well Being

Recognising that student wellbeing is a precursor to student engagement and achievement in education, the **Wrap Support Team** has been providing specialist support to government and non-government schools. Beyond the school gate, education in the Northern Territory aims to create active, confident citizens who understand and positively act in the world in which they live. To this end, focus of the Wrap Support Team has been on building students' problem solving, communication, resilience and leadership skills.

33 schools (including 3 non-government schools) are working to develop and implement School Wide Positive Behaviour (SWPB) plans. This whole school approach involves students, their families and staff to develop and discuss school values and how these translate into behaviour both at school and beyond. A particular focus has been on implementing SWPB in Indigenous communities, with the Northern Territory presenting on this topic at a SWPB conference in Cairns in Semester 1, 2011.

Positioning students as leaders of their schools' culture, Student Representative Council (SRC) forums have been facilitated, with a focus on managing bullying. These student councils have developed whole of school plans to prevent and manage bullying. Schools are reporting positive outcomes, not only in students' approach to bullying but in their ability to transfer these leadership and problem solving skills to other challenges inside and outside of the classroom.

Using drug education as a platform from which to engage young men in school and their role models in the community, a Drug Education and Wellbeing program was delivered in Central Australia. This program focusses on holistic wellbeing, including cultural, emotional, spiritual and physical health. In collaboration with community health organisations this program targeted Indigenous boys and young initiated men who will become the next generation of community leaders, challenging them to consider what wellbeing means to them and their role in making this a reality.

Work across the community and with other key partners, such as community elders and policemen, has been undertaken through development and training of key personnel to deliver the ***Keeping Safe – Child Protection Curriculum***. A 3 day course, using a 'train the trainer' model, develops a joint understanding of protective behaviours and how these can be embedded across communities.

Innovative Delivery

Under the *Low SES National Partnership*, **virtual schooling** aims to deliver digital senior secondary courses for remote and very remote students where face-to-face support is limited. The senior secondary subjects selected for virtual schooling are those relevant to remote contexts, but also accredited to contribute towards attainment of the Northern Territory Certificate of Education and Training (NTCET). Design and Technology Stage 1 and 2 courses have been completed and are to be trialled online through the Northern Territory Open Education Centre in 2012. Courses in Workplace Practices and Personal Learning Program are under development, for trial in 2012 and 2013, respectively.

Challenges to Implementation/Progress

Initiatives under the *Low SES National Partnership* are supporting the reform agenda in some of the Northern Territory's most geographically isolated, complex and disadvantaged communities. This raises a number of challenges to implementation.

Recruitment of suitably qualified staff to positions outside of metropolitan centres presents challenges. Difficulty in retaining these staff further compounds the challenge, in particular where the expectation is that they live in isolated and often complex communities. This has led to low levels of teacher retention and short lengths of stay. The ability of schools to build consistent and ongoing partnerships with the

community, as well as continuity within the classroom for students is limited. In addition, the high number of teachers entering the system and schools increases burden on induction, development, coaching and mentoring resources.

Lastly, the ability to access the 80 very remote Low SES eligible schools to deliver site based mentoring and coaching has experienced slow progress in a number of areas. This was affected by the 2011 wet season in the Top End but is an ongoing challenge; significant time and financial resources are required to travel to many of the Northern Territory's schools. However, strategies are in place, and continually improving, to mitigate these challenges, such as provision of support via online and interactive technologies.

Support for Aboriginal and Torres Strait Islander Peoples and Other Cohorts

In 2011, 76% student enrolments in schools eligible under the *Low SES National Partnership* were Indigenous students. To this end, all initiatives provide targeted support to Aboriginal and Torres Strait Islander Peoples, ensuring this is strengthened through activity under the *Closing the Gap National Partnership*.

Identified as key to the improvement of Indigenous student outcomes, School-Community Partnership Agreements have been led by the Community Engagement team to support the consultation process between schools, communities and families in creating strategic frameworks for 55 Aboriginal and Torres Strait Islander Education Action Plan focus schools. As at 31 December 2011, 33 School-Community Partnership Agreements across all regions in the Northern Territory were finalised and signed, with five nearing completion and 14 in progress.

Showcase

Centralian Middle School is located in Alice Springs and provides education to students in years 7 to 9. The Index of Community Socio-Educational Advantage (ICSEA) value of the school is 732, comparing to the national average of 1000. 61% of students identify as Indigenous, with a number of other students coming from non-Indigenous language backgrounds other than English.



The school is funded under the Engaging Urban Students (EUS) initiative, which aims to address barriers to education experienced by disadvantaged students. Centralian Middle School has taken a targeted approach to improving student enrolment and attendance, through both programs within the school and broadening of communication channels with families.

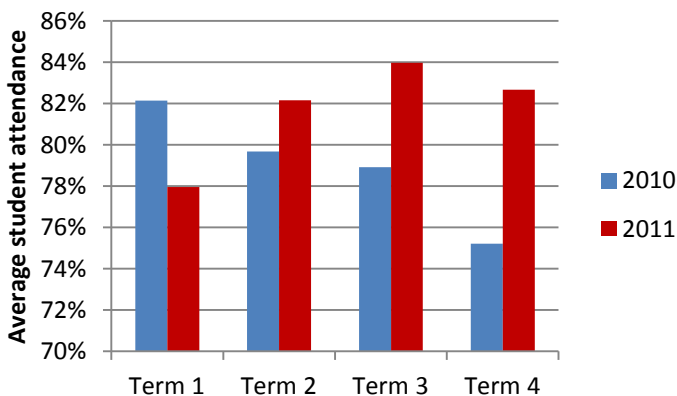
Supporting the students to overcome the initial barriers to schooling, a bus service, school uniforms and the nutrition program ensure that all students enter classrooms on an equal footing and in the right frame of mind for learning. The school Home Liaison Officer provides a link between the school and families who are not currently engaged with the school, with the aim of building their trust and commitment to education for their children.

Centralian Middle has developed a number of programs to engage and motivate students, once in school. The school is running a Merit Program, whereby each student has a 'passport' in which they aim to collect stamps for being at school, being on time, being prepared and doing their homework. Once students have achieved a number of their goals, they are rewarded with canteen vouchers, mobile phone credit and other incentives. The programming at the school has also changed over 2011. On Thursday afternoons, students take part in activities such as horse riding and rock climbing. The delivery of programs such as these promotes school as a place students want to be, and a number of previously non engaged students are returning to school as a result.

A homework centre was established in 2011 to create a safe, supportive environment for students to complete their work. The program is currently run two afternoons a week. With 30-40 students attending each session, this will be extended to 3-4 sessions in 2012 to meet the demand.

Families and caregivers of students at the school play a large role in the schools strategy to improve student engagement and achievement. Aside from the traditional newsletter, the school has a facebook and twitter presence, and text messages are sent to let parents know about school council meetings and other events. Text messages are also sent to parents each day at 10am if their child is late or absent. Overall school attendance improved significantly throughout 2011, compared to 2010 (see Figure 1, below):

Figure 1: Centralian Middle School average student attendance



Millner Primary School is located in the suburbs of Darwin, with a population of 250 students. 50% of students identify as Indigenous.

As in many urban settings, education disparity at Millner Primary School is an issue with students coming from a range of home environments. A particular challenge identified was the engagement of Indigenous students, many of whom are from disadvantaged backgrounds, and the schools ability to meet their needs:

“We realised very early on that we had students enrolled from Indigenous communities who were not coming to school, or when they were coming to school it was very difficult to engage them in learning and to cater for their wellbeing needs.”

ERICUS Program Coordinator, Millner Primary



Students at Millner School

Through the Educating Remote Indigenous Children in Urban Settings (ERICUS) program, the school has developed a multi-faceted approach to promote engagement, improve attendance, raise academic achievement and foster wellbeing for all students. The program is built on five critical partnerships with local organisations working together with the school on initiatives such as sport activities, a breakfast program, and a homework centre.

“Our motto “Achieving Together and Building Respect” put us at the crossroads of two fundamental underpinnings - the ability to achieve through collaboration.”

Principal, Millner Primary

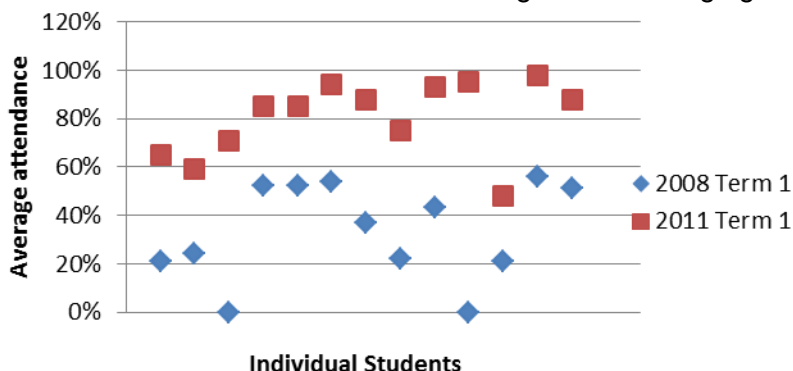
The Family Group, enabled through EUS funds, is at the heart of the program. The Family Group forms a new class which has been set up to bring both parents and students into the school so they can learn together. The approach is particularly important in the education of Indigenous children who, in their home culture, will learn by interacting with adults in their immediate and extended family.

The school has strengthened their approach by employing an Indigenous assistant teacher from the community who has long term deep knowledge of the children and their learning needs. They work with families, running workshops to emphasise the importance of families and communities in lifelong learning.

As a result of the integrated effort of the ERICUS program, average attendance of the children who continued with the program over 4 years has improved from 33% in 2008 to 80% in 2011. Figure 2 provides individual student improvement.

Figure 2: Average attendance of students involved in ERICUS program

Also, students in the program who were assessed for PM reading level for December 2010 and January 2012 have shown an increase in reading levels averaging 10 levels, with 5 students jumping more than



10 reading levels in this period.

These significant outcomes would not have been achieved without the common understanding that the

responsibility for the education of every child in the school is being shared with families and the community, as evidenced by the number of parents now regularly attending family days (averaging 22 in 2011, compared to 13 in 2009).

The **Residential Care Workers Project (RCWP)**, led by the Northern Territory Christian Schools Association, aims to enhance the quality of care workers across six of the Northern Territory's residential boarding colleges eligible under the SSNP: Kormilda College, Marrara College, Woolaning Christian College, Tiwi College, St. Johns College and Yirara College. Improving the support given to remote Indigenous students studying in residential boarding facilities has been identified as a key area of reform for the Northern Territory under the *Low SES National Partnership*. Residential care workers play a key role in the education and development of young people, supporting the academic, emotional and social development of students in often complex and challenging community environments.

The project runs through three stages: the pre-selection, post-selection and post-commencement of residential carers. In the pre selection stage, a program was delivered to allow perspective applicants to visit boarding sites and see for themselves the environment and it's challenges. This prepares applicants for the reality of working in the role of a residential care worker.



Following selection, the program provides pre-employment training, to best prepare new staff. The training provided is tailored to the individual needs, based on staff's current experience.

Once in schools, a number of residential care workers undertook the Certificate IV in Community Service. A total of 14 staff so far have completed the certificate. This formalised training has been complemented by site based training for all staff, in particular in use of the Restorative Practices Framework. This supports the development and maintenance of healthy relationships between school teachers, residential care workers, students and their families. School Principals are sharing the value they see in the RCWP:

Pre-selection RCWP course participants

'The initial efforts of the RCWP have given our House Parents the opportunity to review together their professional and personal needs. Working together with a Restorative Practices Framework and then 1:1 with the facilitator over a period of several days, the culture of the school is shifting. A more positive, collaborative culture is developing between students, staff and families which will lay the foundations for better student behaviour, academic attainment and staff retention outcomes.'

Principal, Woolaning Homeland Christian College

For additional support, a network of residential care workers has been established, to facilitate ongoing peer support and coaching, and a quarterly newsletter developed to enhance cohesion between residential care workers, who are often geographically isolated from one another.

Through this multi-stage approach, the project is starting to building capacity in a residential school workforce which can meet the needs of students in their care. A video featuring this project can be viewed from the [SSNP website](#).

Sustainability

The multi-layered approach to implementation of reform under the *Low SES National Partnership* provides for a degree of sustainability. At the system and sector levels, products such as virtual schooling have been developed, which complement localised solutions and site based reforms such as site based coaching and capacity building. In particular, the focus for sustainable reform in the Northern Territory, as articulated through both *A Smart Territory* and *Territory 2030* is the development of community engagement and empowerment to deliver education which underpins all initiatives under the SSNP.

Section 4 – Closing the Gap (Enhancing Education)

Overview

As articulated through the Enhancing Education Schedule (J) of the *Closing the Gap National Partnership* Agreement and the Northern Territory's SSNP Implementation Plan, this report addresses only the initiatives supporting quality teaching and literacy and numeracy outcomes for Indigenous students living in prescribed communities.

Initiatives under *Closing the Gap National Partnership* enhance and extend effort under the other SSNP, providing specific support for Indigenous students and their families in often disadvantaged and complex communities. Beyond the desired outcomes of improving student engagement and academic attainment, the Northern Territory education reform agenda extends to the vision that schooling provides students with skills and knowledge to navigate the world around them, becoming active and engaged members of their local communities.

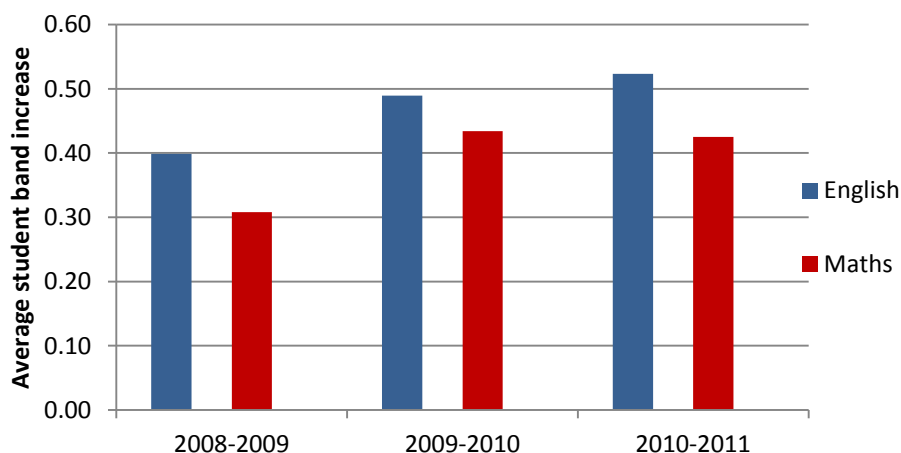
A total of 93 schools were eligible for support under this partnership during the reporting period. Across these schools, 11,147 Indigenous students were enrolled, representing 87.3% of all Indigenous students in the Northern Territory in 2011. With 92 of the 93 eligible schools also receiving support under the *Low SES National Partnership*, much of the reform activity and initiatives under these National Partnerships is integrated.

Supporting the strategic intent of *Territory 2030*, key activities under the *Closing the Gap National Partnership* focus on reform in the Northern Territory's 20 Growth Towns. In particular, the engagement of child and family leaders and the development of *Strong Start, Bright Future* colleges at these sites are building meaningful pathways for young people from birth through to jobs. The collaborative effort between the community, family, local service providers, the school and local business and industry are key to success in this new paradigm for education.

Local Indigenous Workforce Development continues to remain a core element to reform across all sectors, ensuring that relevant and sustainable education is delivered within communities. The empowerment of local people to provide leadership within schools is extending beyond the attainment of qualifications, to position Indigenous teachers and Assistant Teachers as cultural advisors within schools. This approach is complemented by the implementation of inclusive leadership models at 22 very remote schools across the Northern Territory.

Improvement is starting to be seen in outcomes for Indigenous students. In 2011, the proportion of students at, or above, National Minimum Standard improved across all domains tested (years 3, 5 and 7) and both domains (reading and numeracy) in 2011 compared with 2008. This achievement is strengthened by a parallel increase across all year levels and domains of students participating in NAPLAN testing. Tracking matched students' achievement against the Northern Territory Curriculum Framework, accelerated improvement are being seen in both English and Maths, as per Figure 3, overleaf. Supporting young people to pursue pathways beyond schooling, the number of Indigenous students completing at least one VET unit of competency increased by 40% in 2011 as compared to 2010.

Figure 3: Indigenous student NTCF average band increase.



The focus on developing flexible and innovative pathways for students, in particular those in middle and senior years, is impacting on improved engagement outcomes. The apparent retention rates for the middle years (Years 7-9) continued the upward trend of the last three years. In 2011 the apparent retention rates for both Indigenous and all student cohorts living in prescribed communities exceed 80% for the first time (rising from a baseline of 68.6% and 73.3%, respectively).

Whilst improvement in attendance is being seen at a number of schools implementing localised solutions, aggregated data still does not show an overall improvement. The complexity of communities and the multiple factors contributing to student attendance, many of which are outside of the sphere of education, result in opposing performance across schools which average out to indicate little or no progress when results are read in aggregate. Improving attendance continues to be a focus for every school in the Northern Territory, both through initiatives under the SSNP and the Northern Territory's attendance strategy, *Every Child, Every Day*.

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 2011, the Northern Territory's extended service delivery model, **Strong Start Bright Future (SSBF)**, was in operation at West Arnhem College (Gunbalanya and Jabiru Schools); Ngakwurra Langwa College (Alyangula, Angurugu, Umbakumba and Milyakburra Schools); Shepherdson College; Warlpiri-patu Kurlangu Jaru College (Yuendumu, Lajamanu, Willowra and Nyirripi Schools); and N'taria College. The Ngakwurra Langwa College video on the [SSNP website](#) provides more information on Strong Start, Bright Future at their college.

Strong progress is being seen at these sites through community involvement and leadership. Extended school programs, such as 3-9 programs and after hours libraries, are engaging community members in adult learning and students who were previously disengaged with traditional schooling. The development of beyond school pathways through partnerships with local business and industry, as well as the expansion of VET offerings, is positioning colleges as the means through which young people can enter into job and career pathways. This is increasing student engagement, in particular for male students in the secondary years of schooling. Recognising the necessity for place based approaches to education, Gunbalanya School (part of the West Arnhem College) set up a trial for a flexible school year to be delivered in 2012. This provides schooling which is aligned to community movement in the wet and dry seasons, and ceremonial events.

A key component to engaging communities in education is the development of positive relationships with families from the early years. The **Child and Family Leaders** in six of the Strong Start, Bright Future

locations (Groote Eylandt, Ngukurr, Gunbalanya, N'taria, Maningrida and Galawinku) are working to integrate early years services through bringing service providers together to improve service delivery and ultimately outcomes for young children and their families. These positions are bringing together often disparate services provided across three levels of government and non-government agencies through a range of engagement mechanisms, such as the Early Childhood Reference Group on Groote Eylandt. Early signs of success are starting to emerge at Gunbalanya and Ngukurr where there has been re-establishment of childcare and education services in 2011.

Building families and students engagement in schooling is dependent on having relevant and consistent programming for students in all years of schooling. Providing a range of subject choices to students in remote and very remote locations where it is often challenging to recruit specialist teachers, the **Interactive Distance Learning Pilot** is being developed for test at Maningrida and Yirrkala schools. The online platform allows for lessons to be broadcast from one school and accessed by all other sites within a homeland schools hub.

Recognising the challenge of engaging middle years students in meaningful education options, the **VET in the Middle** program was expanded in 2011. A total of 106 students (compared to 77 in 2010) across 13 remote schools undertook courses in Construction, Manufacturing Pathways, Automotive (Mechanical), Hospitality, Community Services and Business. A number of school sites are using the program as a centrepiece to their middle years programming, for example at Borroloola School in the Barkly region, 8 students have completed the Certificate I in Automotive (Mechanical) with a further 12 studying for completion in 2012.

Building on the attainment of students in middle and senior years, students are supported to consider and develop post-schooling pathways, through the **Remote Personal Learning Plan** subject which was developed and piloted under SSNP funds. 35 teachers and school leaders received training in delivery of this new subject, and by December 2011, 96 students had completed the NTCET-accredited subject across six remote schools. This compares to 77 student completions in 2010. The information and mentoring provided through this subject is supporting young people to consider post schooling pathways and career opportunities both within their community and in regional centres.

To build longer term opportunities and pathways for students beyond schooling in the Northern Territory 20 Growth towns, 7 **Industry Engagement Officers** are now in place with a focus on work in remote schools. Partnerships have been developed with a number of large scale businesses such as MacArthur River Mining Communities Benefits Trust and Minerals Council Northern Territory to embed training into the school curriculum, provide work experience opportunities and ultimately to provide post-education employment opportunities for students completing schooling. At a number of sites a model for delivery of training through hub schools has been developed, and dedicated VET trainers have been placed at Barkly College, Yirrkala School and Groote Eylandt College.

Strengthening school leadership to lead localised reform is a key focus in the context of the Northern Territory, and *Closing the Gap National Partnership* supplements the support provided to school leaders under the *Low SES National Partnership*.

Coaching and mentoring approaches are being embedded across all levels to empower leaders and teachers to identify and build and deliver site based solutions. Through the Centre for School Leadership, Learning and Development, GROWTH Coaching International delivered a 9-month accredited coaching course to create a pool of professional coaches able to support the use of coaching approaches across all regions.

In the Catholic Education sector, ACEL has commenced the implementation of the **Indigenous School Leadership** project, which provides professional development and other support programs to build capacity of current and aspiring Indigenous school leaders in complex school communities. Two workshops were completed in a dual stream approach; one stream includes the leadership team of each of the five ICCS and the second stream includes the Indigenous Assistant Teachers of those schools. Both streams have been co-facilitated by the Indigenous Leadership Group from each school and both are grounded in the practice of learning and leading together.

In the Independent schools sector, school leaders identified use of technology, both to enable school

administration and planning, as well as classroom teaching, as the area of focus for sector wide professional development. A two day training course introduced school leaders, business managers and teachers to a number of devices and platforms to strengthen their delivery of education. In the Northern Territory Christian Schools sector, further leadership support was provided through a conference, focussing on building strong and productive relationships, with a focus on cross cultural exchanges.

Ensuring targeted coaching support to assist teachers and school leaders to deliver effective teaching and learning to Indigenous ESL learners, eight **Teaching Multi-Lingual Learners (TML)** officers are in place across the Barkly, Palmerston and Rural, Arnhem, Alice Springs and Katherine regions.

The focus of these positions has been determined by regional priorities, including:

- development and evaluation of approaches to oracy in Early Years, including support of TML staff and Assistant Teachers to gather oral literacy data to inform their teaching;
- collaboration across schools to create 'evidence of learning' best practice examples and resources based on student work samples; and
- implementation of holistic approaches to engaging and building language skills for multi-lingual learners, including use of drama and games based around local stories.

The site based approach is being valued by schools:

"Thank you for an excellent, relevant, modelled session on strategies for our learners. Placing pedagogical strategies in the right context hits the mark for teachers' needs."

Co- Principal, Gunbalanya School

With a focus on providing support, training and facilitation of site-specific evidence based literacy and numeracy approaches to better support Indigenous students, 26 **Literacy and Numeracy Coaches** are in place across all regions. Areas of focus during this period include:

- development of support materials and in class coaching on the use of technologies, for example interactive whiteboards, to embed these practices into pedagogy;
- Systemic advice and site based support to prepare teachers and leaders for transition from the Northern Territory Curriculum Framework to the Australian Curriculum, in particular for planning, programming and assessment of ESL students; and
- Support for school leaders in use of student achievement data to develop and deliver strategies for whole school approaches to enhancing literacy and numeracy.

Based in regions, 4 **Managers of Indigenous Education** ensure that across all levels: system, region and school, the needs of Indigenous staff and students are central to strategic decisions and operational delivery of education. Working partnership both within the school context and between the region and the system is key to driving reform.

In the Alice Springs region, for example, the Targeting Health and Improving Engagement (THIE) project was rolled out across five primary schools: Gillen, Braitling, Bradshaw, Sadadeen and Larapinta. This project, delivered through partnerships with the Central Australian Aboriginal Congress and the Northern Territory Department of Health considered the role of the school as a community hub to engage families with health professionals on non-critical issues preventing students attending school, for example severe head lice. The approach has been well received by parents and families, with the number of recorded contacts increasing within the 2011, and improved attendance being noted at all sites, in particular for 'at risk' students.

In the Catholic education sector, the **ICCS Specialist Support Team** is working to provide school based coaching and mentoring in areas of need identified by the five remote community schools. This increased support is significantly decreasing teacher replacement rates, which from a high of over 90 in 2009 decreased to just above 20 for the beginning of the 2012 school year.

As a driver to enhance the quality of the remote Indigenous education workforce in the Northern Territory, **Indigenous Workforce Development** remains a priority initiative under the SSNP. 15

positions are in place across 5 regions, providing support to Assistant Teachers and other Indigenous staff to progress educational pathways, including the completion of accredited qualifications. In 2011, 56 staff completed qualifications, with a number of additional students expected to finish in early 2012. This brings the total of completions to 130 since 2008 when the *Closing the Gap National Partnership* commenced. To ensure the career pathways of Indigenous staff continue beyond attainment of qualifications, the newly developed Assistant Teacher Standards provide a framework for their development within schools, ensuring they enhance the cultural richness of the education environment and curriculum.

Focussing on **Early Childhood Workforce Development** as a lever to support the universal access to early childhood reform strategy, a pilot is underway to build connections between preschools, schools, crèches, health services, safe houses and childcare centres, ensuring services across the community delivered by all providers can meet the needs of young children and their families. To deliver this pilot, two positions are in place in the communities of Yuendumu and Gunbalanya, with housing and arrangements in place to recruit an additional two positions to communities in Arnhem and Katherine regions in 2012. A partnership between NT DET and the Batchelor Institute of Indigenous Tertiary Education is supporting 15 new and existing employees to undertake formal training in the Certificate qualifications of Community Services and Children's Services.

In the Catholic education sector, the **Growing Our Own** program continues to support the development of a local workforce, with 20 students completing the program in 2011. As the number of graduates within schools continues to increase the proportion, and therefore representation, of Indigenous teachers within schools shifts. Through the schools' Indigenous Leadership Group the delivery of education within the school, as well as partnerships between the school and the community, create an environment in which Indigenous student learning is at the centre of education.

Challenges to Implementation/Progress

The disadvantage experienced by students and families living in many prescribed communities is severe. Factors, many external to the education sector, determine young people and families' ability to prepare for, engage in, and commit to schooling. Whilst schools are driving improvements within their sphere of influence, and often extending beyond this, a number of deeply entrenched behaviours, attitudes and beliefs continue to limit the progress that can be made against education outcomes. These complex issues require long term investment and commitment before significant changes are embedded.

Geographical isolation also poses a challenge to progress. Of the 92 schools receiving support under *Closing the Gap National Partnership*, 16 are in remote and 77 in very remote locations. Impacts on implementation include acquisition of housing for onsite or regionally based positions, the ability to travel to schools during the wet season and ability to recruit suitably qualified professionals to specialist positions. As described in this report, the Northern Territory continues to develop, trial and implement flexible, innovative approaches to education delivery to overcome remoteness issues.

Support for Aboriginal and Torres Strait Islander Peoples and Other Cohorts

All support under the *Closing the Gap National Partnership* enhances reform underway through both the other SSNPs and the NT DET strategic plan to provide support for Aboriginal and Torres Strait Islander Peoples.

The **Conductive Hearing Coordination** efforts support cohorts of students with hearing loss, the majority of which are Indigenous students living in remote locations without access to specialist medical support. In addition to direct support for teachers through professional development and onsite coaching, work has been undertaken to integrate services across Non-Government Organisations, the Department of Health and the NT DET ensuring that support both inside and outside of the classroom ensures these young people with this condition can access and participate in learning.

Showcase

Ltyentye Apurte Catholic School is situated in Santa Teresa, 80km southeast of Alice Springs. The school has an ICSEA value of 619 (comparing to a national average of 1000). The school was founded as a Mission School in 1953 by Missionaries of the Sacred Heart and Our Lady of the Sacred Heart sisters. The school is now governed by the Diocesan Catholic Education Office and the Marist Brothers. There are approximately 600 people living in the community with 160 Indigenous students enrolled at the school, all of whom are multi-lingual learners.



Ltyentye Apurte Catholic School is part of the Engaging Remote Indigenous Students (ERIS) initiative funded under both the *Low SES* and *Closing the Gap National Partnerships*. The ERIS initiative supports school leaders and the community to work in partnership, leading whole school reform to deliver sustainable and successful educational and life outcomes for students.

Ltyentye Apurte developed the *Revolutions and Rainbows* program which aims at facilitating collaborative informal and formal discussions with community members to build community leadership for the future direction of the school. These conversations led to the development of a number of programs and initiatives. For example, one area of focus highlighted by the community was the desire for male role models to take a stronger role in leading engagement in education. As a result, a Father's Day festival was held in 2011, which received huge community support.

The school has also benefited from the Growing Our Own program funded under SSNP. The program is coordinated by the Catholic Education Office in partnership with Charles Darwin University to assist Indigenous staff to obtain qualifications and ensure local community members have the skills to undertake positions available in the school and the wider community. Staff enrolled in the program are given allocated time each week within the school day to complete their studies, receiving support from teachers appointed to them as mentors to them from within the school. Currently there are four Indigenous staff members undertaking their studies towards a Bachelor of Teaching and Learning at the school, with a further 12 studying for certificate qualifications during 2011.

Indigenous Workforce Development is of strategic importance in delivering the education reform agenda. It is a key driver to building a strong cultural connection with the community which emphasizes the value of schooling, creates a familiar and relevant environment for learning and supports non-Indigenous teachers to understand the needs of Indigenous students.

In this reporting period, in addition to the 56 paraprofessionals completing qualifications, school practices and structures are showing signs of change which embed Indigenous teachers, their knowledge and understanding at the centre of the school.

Local Indigenous staff are being used to drive the quality teaching reform agenda. In many schools, for example Borroloola School in the Barkly region, local teachers introduce new, non-Indigenous staff to the community, sharing important local knowledge and customs and seeking the support from the community for these newcomers. Within schools, team teaching practices enable Assistant Teachers to build their teaching skills, as well as the opportunity for non-Indigenous teachers to test the cultural relevance and appropriateness of their practices. At a number of schools, the timetable has been restructured to allow for 'learning and planning together' time – formalising the importance of this approach.

Within the Arnhem region, the team teaching approach has been expanded to include literacy and numeracy coaches and the Indigenous Workforce Development officers. Practices are based around a Canadian Indigenous Career Development Model which works through the cycles of consulting-evaluating-collaborating-coaching. This approach, which firstly started as teachers working with teachers, has now been adopted for teachers working with students, creating a culture of reflection and personal development across the whole school.

Leading whole of school approaches to scaffolding learning with local culture, Indigenous staff at a

number of schools, including Alekarenge School, are revising and developing language and culture programs. The video at Alekarenge gives details of the role the Indigenous Workforce fulfil at the school. This is available on the [SSNP website](#).

Yipirinya School is an Independent school located in Alice Springs. The school primarily caters for Indigenous students living in town camps and surrounding outstations, often as far as 150km from the school. The school provides a two-way bilingual education in the four local Indigenous languages of the central desert, delivering the Northern Territory Curriculum framework.



Yipirinya School is using the SSNP funds to resource priority attendance and engagement programs, such as the bus service and nutrition program. Importantly, the school places a focus on engaging students once they are at school through contextually relevant and accessible programs.



Students arriving at Yipirinya

To improve students understanding and achievement in literacy and numeracy, the school council adopted a new approach in 2011 to scaffolding the learning of English through the use of local Indigenous languages. The 'Honey Ant Readers' program was developed by author Margaret James, who collaborated with the local community and school council members to choose traditional stories from the Indigenous people of Central Australia. The texts for these local stories combine local languages and Standard Australian English to support young people make the transition from their home language. Since the books have been introduced to the school, teachers have noted

improved student attention in reading tasks, and improved reading ability compared with that achieved in the use of westernised reading materials. The stories within the books enable teaching of the prescribed curriculum whilst allowing the child to maintain their identity and connection to their Indigenous culture. The work at Yipirinya School can be seen through a video, on the [SSNPs website](#).

Sustainability

Approaches to building sustainable reform effort for Indigenous students in remote and very remote locations are driven by developing and maintaining partnerships between families and the community, business and industry, the school and other allied service providers. Where the community owns the vision for schooling of their children, and is committed achieving this, change will be sustainable.

Section 5 – Literacy and Numeracy

Overview

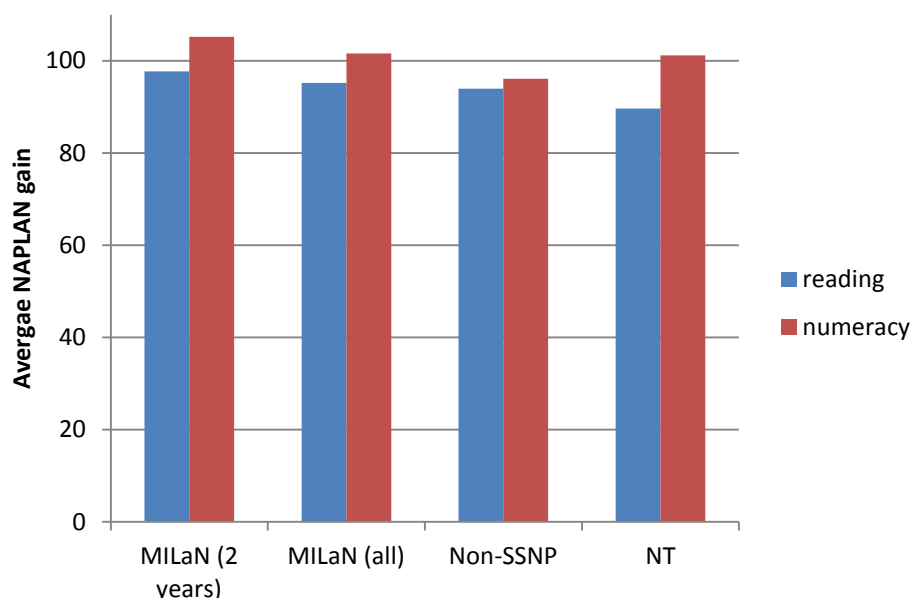
The *Literacy and Numeracy National Partnership* finished in the Northern Territory on 30 June 2011. This annual report includes information for the period 1 January to 30 June.

The Northern Territory's effort under the *Literacy and Numeracy National Partnership* targeted both the acceleration of literacy and numeracy attainment in schools already illustrating a positive trajectory of change and closing the gap in attainment of Indigenous and non-Indigenous students across all schools. To this end, the *Literacy and Numeracy National Partnership* received significant complementary support through the *Closing the Gap National Partnership* specifically for students living in prescribed areas. Much of the support provided through the *Low SES National Partnership* to ensure students are school-ready and attending regularly, was also necessary precursory activity to prepare students for effective learning. This 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* 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.

Outcomes from the *Literacy and Numeracy National Partnership* in the Northern Territory are positive. In 2011 NAPLAN testing, students in schools which received direct support under the *Literacy and Numeracy National Partnership* through the Maximising Improvements in Literacy and Numeracy (MILaN) initiative showed stronger Year 3 to Year 5 NAPLAN gains (in both reading and numeracy) than students in other schools across the Northern Territory. This enhanced relative improvement remained when MILaN schools were compared to 'like' schools. Further, schools participating in MILaN for two years performed better than those participating for one (see Figure 4).

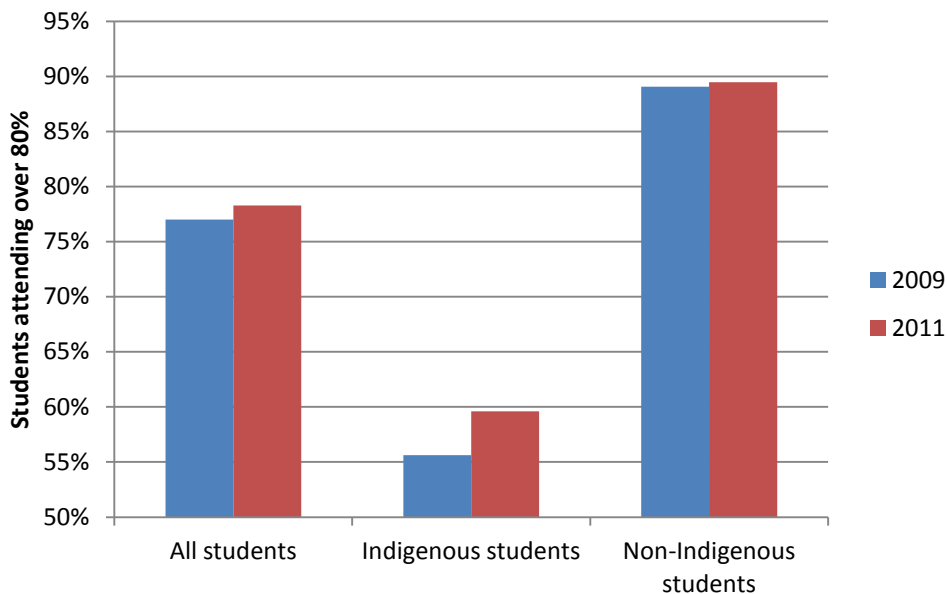
Figure 4: Matched student average NAPLAN gain between Year 3 (2009) and Year 5 (2011)



Student engagement in schools receiving support under MILaN also showed improvement. Both measures of attendance at or above 80% and the proportion of students participating in NAPLAN testing increased between the period 2009 and 2011. Showing progress towards the outcomes of the closing the gap agenda, the increase in the proportion of students attending over 80% is greater for

Indigenous students than non-Indigenous students (see figure 5).

Figure 5: Proportion of students at MILaN schools attending over 80%



Significant Achievements of National Partnership reforms for the period 1 January to 30 June

Activity under the *Literacy and Numeracy National Partnership* in the Northern Territory supports the strategic direction set in the NT DET 2011 – 2014 Strategic Plan and *A Smart Territory*. The National Partnership enhances system, regional and school level support delivered by sectors in line with these strategic agendas, as well as complementing support provided by the *Low SES National Partnership*, *Improving Teacher Quality* and *Closing the Gap National Partnerships*.

In order to enhance instructional school leadership and classroom practice with a focus on evidence based teaching of literacy and numeracy, system level support has been engendered to develop and endorse a number of programs and products.

The **Evidence Based Practice Framework (EBPF)** has been designed to support schools, regions and the system to critically appraise literacy and numeracy approaches, in particular for targeted student cohorts. At the school level, the EBPF has been embedded into the NT DET Accountability and Performance Improvement Framework as the vehicle for school planning. To build a culture of ongoing evidence based practice outside of the formal school planning process, workshops have been carried out with regional officers in the Palmerston and Rural, Barkly and Arnhem regions focussing on use of the EBPF as part of the T-9 Diagnostic net. At a system level, alignment of programs to the critical features of the framework has resulted in two additional programs being approved for system endorsement.

Following the recommendations of the National **Literacy and Numeracy diagnostic tools** project, the Northern Territory has selected 19 diagnostic assessment tools for use in schools. A further tool, the e-asTTle has been aligned to the Northern Territory Curriculum Framework and is undergoing trials in six schools.

Regional support is being provided to schools to support the use of evidence and analysis in literacy and numeracy program selection. Four **Data Literacy and Diagnostic Systems Project Officers** are challenging schools' pedagogical practices through a multi-layered approach across the regional, school, classroom and individual student level. Support provided during this period has included:

- Facilitation of 'data groups' with school leaders in the Katherine region to build regional leadership capacity in evidence based whole school approaches to enhancing literacy and numeracy.

- Collaborative planning days in the Palmerston and Rural region to ensure all key stakeholders appreciate the stages of analysis, insight development and prioritisation involved in developing strong school literacy and numeracy strategies.
- Working with individual schools in the Alice Springs region to develop data plans to ensure schools not only identify evidence from their current data, but set up processes to ensure tracking data is available on an ongoing basis.
- Creation of student level baseline data sets in both the Alice Springs and the Barkly regions to provide richer student assessment data from which to develop whole school strategies as well as inform classroom program planning.

To increase the empowerment of principals to drive whole school engagement with literacy and numeracy, grants supporting **place-based evidence based practice initiatives** are being used across regions. Based on the needs identified in each school through the school planning processes, initiatives have included:

- Delivery of intervention programs, such as Quicksmart, to enhance outcomes for targeted groups of students.
- Development of early years oracy programs to measure and improve students' readiness to engage literacy and numeracy learning.
- Revision of curriculum maps and development of schools' scope and sequence materials which both aligning to the Northern Territory Curriculum Framework and reflect the individual schools context.

Targeting schools with the necessary foundations in place to accelerate students' literacy and numeracy attainment, 22 schools (20 government and 2 non-government) were included in the **Maximising Literacy and Numeracy (MILaN)** program in 2011. Aligned to school strategies for improving literacy and numeracy outcomes, schools implemented a range of initiatives that included:

- Introduction of school wide programs such as First Steps and Accelerated Literacy.
- Enhanced use of data in schools through professional development and inclusive whole school planning approaches.
- Purchase of materials to support targeted students, including Reading Doctor and Mathletics.
- Flexible staffing solutions to allow relief for senior teachers to take a stronger role in definition and delivery of whole school approaches to literacy and numeracy.

Extending the Indigenous Workforce Development efforts funded through *Closing the Gap National Partnership*, 44 paraprofessionals working in schools with high numbers of Aboriginal and Torres Strait Islander Students have been supported to gain educational qualifications through the **Strong Literacy and Numeracy in Communities Pilot**. As a second phase to the initial pilot, paraprofessionals from four schools from Central Australia and one from the Palmerston and Rural region were funded through SSNP and completed their studies in May. Across the cohort of graduates, 18 achieved Certificate III level qualifications, 15 Certificate IV qualifications, and 11 Diploma level qualifications.

A **review of Literacy and Numeracy strategies** across the Northern Territory, led by ACEL, has been completed. Further details of the review are in section 6 of this report.

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 SES 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 are enabled to carry out meaningful assessment and support is available to ensure every student achieves 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 SES 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

Manunda Terrace Primary School is situated in the northern suburbs of Darwin with a school population of approximately 230 students. Students from the school have diverse backgrounds, representing 22 ethnic groups. Manunda Terrace has a whole school approach to enhancing literacy and numeracy, which has been delivered with support from both the *Low SES* and *Literacy and Numeracy National Partnerships*.

With a focus on increasing the accessibility of learning for students from whom English is not their primary language, the school has employed a full time teacher to embed new technologies in pedagogy. The school set up a specific classroom with computers, electronic whiteboards and cameras for students. Students have been encouraged to use these technologies to engage in learning and express their understanding, enhancing their numeracy and literacy capabilities.



A parent sees their child's work in the resources room.

Manunda Terrace was one of four schools involved in the *Strong Literacy and Numeracy in Communities Pilot*, which supported the training needs of paraprofessional staff who work with large cohorts of Aboriginal and/or Torres Strait Islander students. Of the seven paraprofessional staff undertaking studies, all gained their Education Support Worker Certificate IV.

Extending the support for students beyond the staffroom, a Homework Centre has been set up at the school. Currently 60 students regularly attending the centre, which ensures a happy and comfortable learning place where students have pastoral care outside of normal school hours and their families can join their child in their learning.

Testament to the reform underway at Manunda Terrace Primary School is their recent success at the *Low SES National Partnership School Improvement Awards*. The school won two awards this year; Greatest improvement in staff retention and Greatest improvement in NAPLAN results. A video highlighting the work at Manunda Terrace is available on the [SSNP website](#).

The **Barkly region** stretches 283,605 square kilometres across Central Australia and contains 18 schools in some of the most remote communities in Australia. Despite geographical dispersion, schools across the Barkly region work together to deliver evidence based, strategically focussed programs targeting the particular needs of each student. The region has carried out a baseline data assessment of each and every student across a raft of literacy and numeracy measures. This detailed student data allows for teachers to adapt their program planning to meet student needs, and monitor the effectiveness of this. At a regional level, the Data Literacy Officer monitors baseline data sets, alongside other evidence such as NAPLAN results, to inform the development of strategy and systemic support requirements.

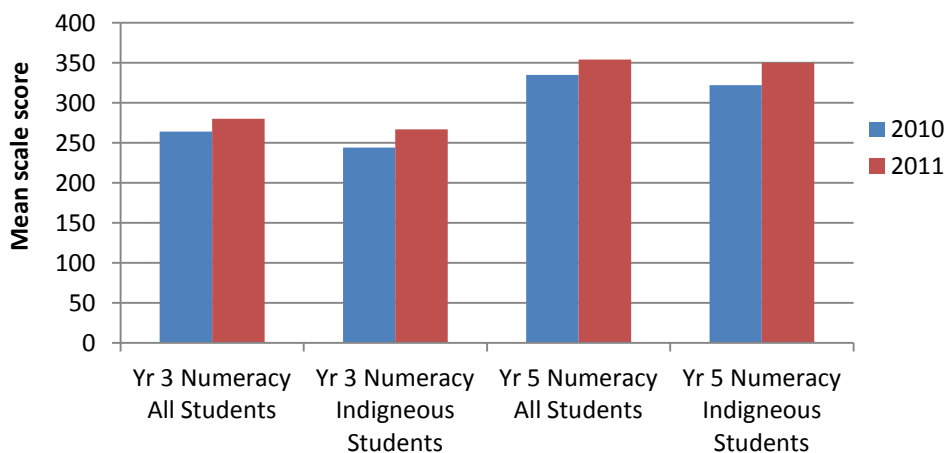


Schools receiving SSNP support across the Barkly region

Three Literacy and Numeracy Coaches work with schools across the region, supporting leaders in creation of whole school improvement agendas, as well as individual teachers' pedagogical approaches within classrooms. A particular focus during this period has been on use of interactive technologies within program planning, as well as provision of First Steps Numbers training, which is being rolled out as a region wide approach.

The integrated, multilayered approach being taken in the Barkly region is showing positive results, in particular for students' numeracy achievement:

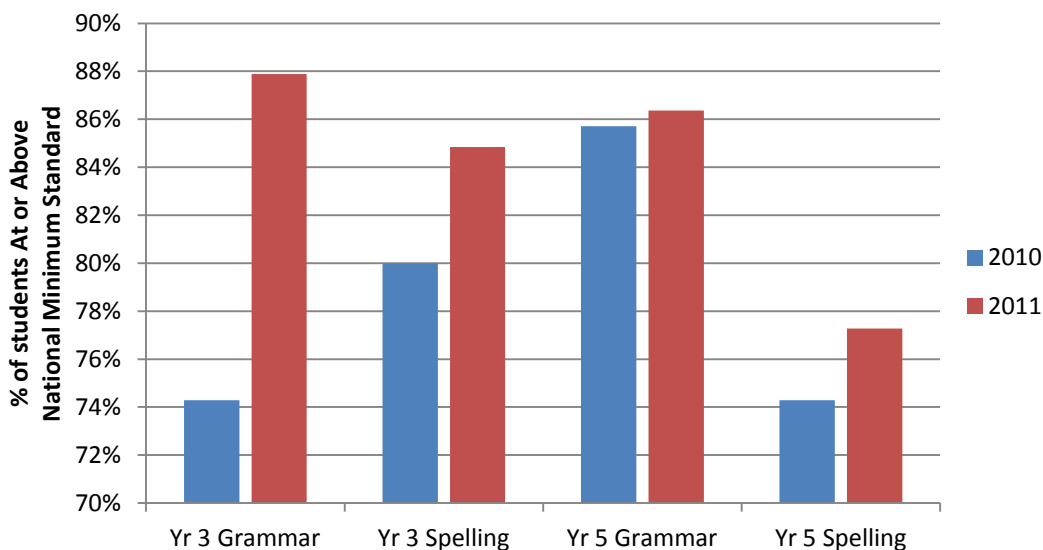
Figure 6: Barkly region NAPLAN results



Having already achieved good engagement and attendance rates, provincial schools in the **Darwin Region** are focussing on **Literacy and Numeracy**, using the funds available under the *Literacy and Numeracy National Partnership*. As examples, Jingili and Wagaman schools have some good success stories to share in the areas of effective reading programs and strong teaching systems.

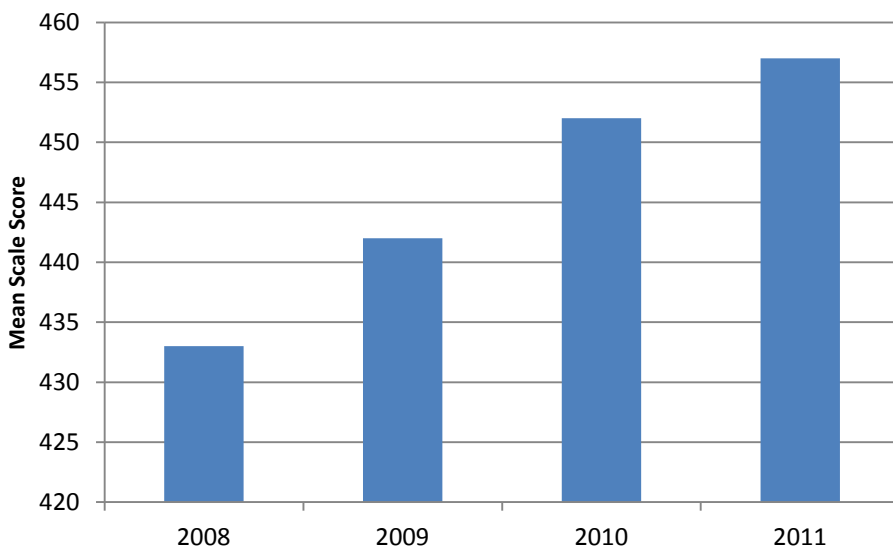
Jingili Primary School focussed on a whole school approach and program implementation that could be sustained beyond the period of the funding. Through analysis of previous years' data, a Transition to Year 6 spelling and grammar program was identified and implemented, allowing for continuity throughout students' time in the school and cumulative skill and knowledge development. Implementation of the program improved students achievement in NAPLAN across both target domains, see Figure 7.

Figure 7: NAPLAN Spelling & Grammar Test Domains at Jingili Primary School



Wagaman Primary School utilised the funds to introduce intervention programs to improve literacy and numeracy outcomes. In Years 3 - 6, teachers and para-professionals implemented a University of Queensland program, Early Learning Foundation, focussed on developing oral language and phonological awareness. Students undertaking the program showed improvements in expressive communication and reading. Numeracy skills within this stage of schooling also improved as evidenced by NAPLAN Year 5 Numeracy testing. See Figure 8, below.

Figure 8: NAPLAN Year 5 Numeracy Mean Scale Score at Wagaman Primary School



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 as the basis for their longer term reform agenda. Ongoing review of system, regional and school based strategies will ensure effort is directed towards strategies that make most difference to student learning outcomes.

The introduction of new diagnostic assessment tools and capacity building for teachers and leaders in

utilising data to inform teaching and learning is creating a culture of ongoing development for teaching professionals. This will enable more targeted support, extension and intervention for individual students beyond the lifespan of the *Literacy and Numeracy National Partnership*.

Through the embedding of coaching and collaborative models of working within school and regional cultures, teachers and leaders are able to continually build and update their skills and knowledge, sharing successful literacy and numeracy pedagogical practices. In particular, this is supporting remote teachers where the delivery of timely and quality support has often been limited despite the significant challenges they face given the prevalence and complexity of students' barriers to learning in these settings.

Section 6 – Research and Evaluation

Evaluation of reform under the SSNP takes a multi-layered approach in the Northern Territory. At the national level, all sectors collaborated to support Phase 1 of the National Evaluation of SSNP, led by Atelier. In addition to providing an overview of implementation to date, this focussed on evaluation of reform underway through *Improving Teacher Quality* and *Closing the Gap National Partnerships*.

Evaluation of the Indigenous education agenda in the Northern Territory is being addressed through the Strong Start, Bright Future evaluation, led by Menzies School of Health Research. This longitudinal, participatory model for evaluation looks to the underlying factors contributing to change in 5 sites undertaking the college model. The intermediary presentation of findings on key aspects of this change agenda, including insights and enabling factors at system and local levels. These are being used to inform the continued development and roll out of the pilot, as it is extended to a further 2 sites in 2012.

With a focus on literacy and numeracy, Professor Geoff Masters from the Australian Council of Educational Research completed a review of the delivery of literacy and numeracy, both strategically and operationally, in the Northern Territory. The findings from the review had clear recommendations for the NT DET to speed up both the growth of students' knowledge and understanding of literacy and numeracy, as well as close the gap between Indigenous and non-Indigenous students attainment. Four priority projects are being delivered in 2012 to address the recommendations of the report.

Focussing on effort under the SSNP, an evaluation was conducted on the centrepiece of the Literacy and Numeracy National Partnership in the Northern Territory: the Maximising Improvements in Literacy and Numeracy (MILaN) initiative. This cross-sectoral evaluation considered both the system's framework for the initiative as well strategies identified and delivered within schools. The significant progress of schools supported under the initiative was highlighted, as well as insight on the delivery model which will inform the development of similar initiatives into the future.

Part 1 - Milestones not reported/not achieved/partially achieved in Progress Report for 2011

Milestone	Milestone achievement	Reasons for partial achievement and expected future progress.
First Very Remote Centre of Excellence established	Achieved.	

Part 2 - Milestones in Annual Report - Achieved 1 January to 31 December 2011

Milestone	Milestone achievement	Reasons for partial achievement and expected future progress.
National standards for teacher accreditation, registration and Accomplished and Leading Teachers implemented in line with national reforms.	Achieved.	
Evaluation of pre-service internship and education career pathways programs underway to determine appropriateness and success factors	Achieved.	

Section 7 – Milestone Reporting

Low SES School Communities NP

Part 1 - Milestones not reported/not achieved/partially achieved in Progress Report for 2011

Milestone	Milestone achievement	Reasons for partial achievement and expected future progress.
Five Regionally Based Mentor Capacity Building Support officers employed	Partially achieved	Not appropriate for all regions, alternative arrangements are in place across regions where necessary.

Part 2 - Milestones in Annual Report - Achieved 1 January to 31 December 2011

Milestone	Milestone achievement	Reasons for partial achievement and expected future progress.
School improvement plans published for 30 schools participating in ERIS.	Achieved	
School Annual Reports for all SSNP schools with published school improvement plans explicitly identifying involvement in SSNP, relevant future activity and reporting on achievements and progress (as appropriate).	Partially achieved	Funding sources to schools are many and varied. Further work is required to ensure every School Annual Report explicitly identifies SSNP funding where this has been received.
RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> o Improving literacy and numeracy outcomes o Enhanced community and family engagement o Student attendance and engagement 	Achieved	
All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance: <ul style="list-style-type: none"> o family and community engagement o student attendance and wellbeing o flexible and innovative remote delivery. 	Achieved	
Residential Care Workers program commenced.	Achieved	
Ten Accomplished and Leading Teachers in remote schools	Achieved	
Student and/or community engagement programs operating in 16 EUS schools	Achieved	

Part 2 - Milestones in Annual Report - Achieved 1 January to 31 March 2012

Milestone	Milestone achievement	Reasons for partial achievement and expected future progress.
School improvement plans published for all schools involved in this National Partnership.	Achieved	
Indigenous Education Coordinators employed	Achieved	
Eight regionally based multi-lingual learners coordinators established	Achieved	
Twenty Literacy, Numeracy and multi-lingual learners coaches supporting schools	Achieved	
School improvement plans for prescribed schools include Closing the Gap targets	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	Achieved	
Interim Strong Start Bright Futures evaluation report completed	Achieved	
Consultation and negotiation underway for embedding Closing the Gap reforms to sustain progress toward improvement targets	Achieved	

Section 8 – Performance Indicators for Identified Cohorts

Low SES School Communities NP

			2008 (baseline)					2011						
Description	Year Level	Domain	Participation Rate (%)	Exempt (%)	First Band	Second Band	Mean Scale Score ± C.I.		Participation Rate (%)	Exempt (%)	First Band	Second Band	Mean Scale Score ± C.I.	
Percentage achievement of ALL Students in Low SES Participating Schools	3	Reading	68.1%	0.7%	61.3%	17.2%	233.5	±8.7	78.8%	1.9%	51.4%	23.0%	246.2	±7.5
	5	Reading	70.7%	1.5%	65.3%	9.6%	332.7	±8.0	79.2%	1.2%	66.4%	11.8%	326.9	±7.5
	7	Reading	65.3%	0.3%	50.4%	13.6%	423.4	±8.0	76.5%	1.5%	40.8%	29.5%	431.3	±6.9
	9	Reading	64.0%	0.3%	47.7%	11.3%	484.5	±9.2	76.0%	1.1%	48.0%	17.6%	489.6	±7.9
	3	Numeracy	70.4%	0.6%	45.5%	17.7%	288.7	±5.6	77.6%	2.0%	37.8%	32.9%	290.0	±4.8
	5	Numeracy	72.3%	1.5%	54.1%	23.4%	369.3	±5.0	77.9%	1.2%	50.0%	22.6%	378.4	±4.8
	7	Numeracy	67.9%	0.3%	40.1%	24.9%	457.1	±5.6	76.5%	1.5%	47.2%	22.1%	437.9	±6.2
	9	Numeracy	63.0%	0.3%	42.4%	19.4%	512.1	±7.0	74.8%	1.1%	43.6%	23.8%	499.8	±6.3
			2008 (baseline)					2011						
Description	Year Level	Domain	Participation Rate (%)	Exempt (%)	First Band	Second Band	Mean Scale Score ± C.I.		Participation Rate (%)	Exempt (%)	First Band	Second Band	Mean Scale Score ± C.I.	
Percentage of achievement of Indigenous Students in Low SES Participating Schools	3	Reading	62.9%	0.4%	74.7%	17.2%	191.8	8.4	76.5%	1.5%	61.3%	24.3%	215.1	7.8
	5	Reading	65.1%	1.5%	82.0%	8.5%	290.6	7.7	76.5%	1.4%	80.8%	9.7%	291.0	7.7
	7	Reading	57.0%	0.5%	77.3%	12.8%	357.6	7.9	71.4%	2.0%	55.2%	34.7%	387.3	7.1
	9	Reading	53.0%	0.5%	78.0%	12.8%	408.2	9.7	66.5%	2.0%	73.2%	17.5%	427.6	8.8
	3	Numeracy	65.8%	0.4%	57.7%	18.3%	262.9	5.5	74.7%	1.5%	45.0%	36.2%	270.9	4.9
	5	Numeracy	67.1%	1.4%	67.3%	21.9%	346.1	4.9	75.4%	1.4%	61.5%	23.7%	356.0	4.7
	7	Numeracy	60.4%	0.5%	61.3%	27.1%	412.0	4.9	70.2%	2.0%	63.5%	24.8%	399.4	6.0
	9	Numeracy	52.7%	0.5%	68.8%	22.2%	455.8	6.5	65.6%	2.0%	65.5%	26.9%	451.9	6.3
			2008 (baseline)					2011						
Description	Year Level	Domain	Participation Rate (%)	Exempt (%)	First Band	Second Band	Mean Scale Score ± C.I.		Participation Rate (%)	Exempt (%)	First Band	Second Band	Mean Scale Score ± C.I.	
Percentage of achievement of LBOTE Students in Low SES Participating Schools	3	Reading	64.9%	1.2%	78.5%	14.9%	179.4	9.2	76.6%	1.7%	63.1%	23.2%	211.1	8.8
	5	Reading	63.9%	0.6%	85.9%	6.2%	281.5	9.3	76.5%	1.6%	80.7%	9.9%	288.8	8.3
	7	Reading	57.4%	0.8%	78.7%	15.1%	348.5	9.4	71.9%	2.0%	60.0%	29.6%	380.8	8.3
	9	Reading	48.8%	0.0%	75.6%	14.4%	410.8	15.5	67.2%	2.5%	74.2%	11.5%	429.9	11.3
	3	Numeracy	69.1%	1.1%	61.7%	18.1%	254.7	6.1	75.4%	1.7%	46.4%	35.0%	270.0	5.7
	5	Numeracy	68.9%	0.6%	72.3%	19.2%	339.3	6.0	75.1%	1.6%	62.7%	22.7%	354.1	5.2
	7	Numeracy	60.2%	0.7%	64.9%	26.7%	404.3	6.1	70.5%	2.1%	66.9%	20.7%	398.5	7.2
	9	Numeracy	48.8%	0.0%	65.0%	25.6%	462.6	9.6	65.5%	2.5%	65.6%	20.6%	456.0	9.0

Notes:

Participation rate is the number of students (Present or Exempt) divided by the total test population. Percent Exempt is the number of students who were Exempt divided by the number of students participating (Present and Exempt). Percent in first band is the number of students that are in the lowest band for their year level (e.g. students who are Below NMS excluding exempt students) divided by the number of students that participated (Present and Exempt). Percent in second band is the number of students that are in the second lowest band for their year level (e.g. At NMS) divided by the number of student that participated (Present and Exempt). The mean scale score includes students who were Present only. Students who were exempt, sanctioned abandonment, withdrawn or absent are not included in this calculation. C.I. = Confidence Interval.

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 (2011)		
Average attendance ¹	All	2009	65.9%			63.7%		
	Indigenous	2009	62.5%			60.2%		
	Non-Indigenous	2009	89.0%			88.1%		
Proportion of students attending over 80% ²	All	2009	31.7%			28.6%		
	Indigenous	2009	24.8%			21.6%		
	Non-Indigenous	2009	82.2%			78.2%		
Proportion of 'at risk' enrolments ¹	All	2009	7.9%			12.3%		
	Indigenous	2009	8.9%			13.8%		
	Non-Indigenous	2009	0.4%			0.7%		
Average enrolment ¹	All	2008	12,565			12,772		
	Indigenous	2008	10,900			11,147		
	Non-Indigenous	2008	1,664			1,625		
Apparent retention rates ³			Years T-6	Years 7-9	Years 10-12	Years T-6	Years 7-9	Years 10-12
	All	2008	81.6%	73.3%	62.2%	89.7%	91.7%	44.9%
	Indigenous	2008	84.0%	68.6%	64.2%	94.6%	86.1%	44.5%
	Non-Indigenous	2008	68.0%	110.2%	54.6%	63.2%	125.2%	46.6%
Progress against NT Curriculum Framework (matched students) ⁴			English	Maths	ESL	English	Maths	ESL
	All	2008 – 2009	0.42	0.32	0.72	0.53	0.43	0.67
	Indigenous	2008 – 2009	0.40	0.31	0.72	0.52	0.43	0.67
	Non-Indigenous	2008 – 2009	0.44	0.39	0.86	0.54	0.47	1.07

¹ Data is based on an average of the eight collections that occur in Week 4 and Week 8 of each school term.

² Data does not include non-Government schools.

³ Data source is the annual AgeGrade Census (first Friday in August) and does not include Preschool or VET enrolments. The term 'apparent' is used because the indicator is derived from total numbers of students in each of the relevant year levels, rather than matched students.

⁴ Matched students are students who have been assessed in Term 4 of the first year and Term 4 of the second year at the same school. Non-Government Schools are not included.

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		Year 3		Year 5		Year 5		Year 7		Year 7	
		Reading		Numeracy		Reading		Numeracy		Reading		Numeracy	
		2008	2011	2008	2011	2008	2011	2008	2011	2008	2011	2008	2011
NAPLAN MSS	All	210.5	228.1	271.9	277.9	311.8	301.1	356.6	362.3	379.6	408.5	422.9	416.6
	Indigenous	180.8	208.3	254.4	266.0	280.8	281.0	339.3	349.4	349.1	383.4	403.6	395.5
Number of students at or above NMS	All	221	362	353	502	174	198	265	342	198	377	278	322
	Indigenous	128	269	239	401	76	112	165	250	93	247	171	193
% students at or above NMS	All	30.2%	39.9%	46.0%	56.3%	24.6%	22.5%	36.0%	39.7%	33.2%	51.4%	44.5%	44.0%
	Indigenous	21.1%	33.9%	37.2%	51.7%	12.9%	14.4%	26.7%	32.9%	19.3%	42.0%	33.3%	33.5%
Students above NMS	# Non-Indigenous	75	76	89	79	89	65	72	77	78	95	74	93
	% Non-Indigenous	60.0%	66.7%	71.8%	68.7%	76.1%	61.9%	61.0%	75.5%	69.0%	65.1%	66.7%	60.0%
Number of students participating in NAPLAN testing	All	733	908	767	891	708	881	736	861	596	734	625	731
	Indigenous	608	794	643	776	591	776	618	759	483	588	514	576
	Non-Indigenous	125	114	124	115	117	105	118	102	113	146	111	155
% students participating in NAPLAN testing	All	64.6%	75.9%	67.6%	74.4%	66.5%	76.1%	69.2%	74.4%	57.9%	72.2%	60.7%	71.9%
	Indigenous	61.2%	75.2%	64.7%	73.4%	62.9%	75.3%	65.8%	73.6%	54.1%	70.2%	57.6%	68.8%
	Non-Indigenous	88.7%	81.4%	87.9%	82.1%	93.6%	82.7%	94.4%	80.3%	82.5%	82.0%	81.0%	86.6%

Notes: NAPLAN = National Assessment Program Literacy and Numeracy; 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 (2011)
Number of 15 – 19 year olds participating in school	All	2008	1,360	1,248
	Indigenous	2008	1,098	1,013
	Non-Indigenous	2008	262	235
Number of 15-19 year olds participating in VET	All	2008	161	291
	Indigenous	2008	137	198
	Non-Indigenous	2008	24	93
Proportion of 15-19 year olds participating in VET	All	2008	11.8%	23.3%
	Indigenous	2008	12.5%	19.5%
	Non-Indigenous	2008	9.2%	39.6%
Number of 15-19 year olds participating in school based apprenticeships	All	2008	0	29
	Indigenous	2008	0	24
	Non-Indigenous	2008	0	5
Number of students completing NTCE	All	2008	38	55
	Indigenous	2008	36	19
	Non-Indigenous	2008	2	36
Number of students aged 15-19 completing at least one VET Unit of Competency	All	2008	161	289
	Indigenous	2008	137	196
	Non-Indigenous	2008	24	93

Notes: Data source for number of students participating in school is the AgeGrade Census, a point in time measure. Number of students participating in VET is a figure reflecting students participating in VET across the full 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 (2011)		
Average attendance ¹	All	2009	71.2%			69.6%		
	Indigenous	2009	65.1%			63.1%		
	Non-Indigenous	2009	90.6%			90.5%		
Proportion of students attending over 80% ²	All	2009	36.2%			34.3%		
	Indigenous	2009	26.5%			24.3%		
	Non-Indigenous	2009	83.3%			81.0%		
Proportion of 'at risk' enrolments ¹	All	2009	6.3%			9.9%		
	Indigenous	2009	8.0%			12.5%		
	Non-Indigenous	2009	0.2%			0.4%		
Average enrolment ¹	All	2008	16,787			16,750		
	Indigenous	2008	12,671			12,799		
	Non-Indigenous	2008	4,116			3,951		
Apparent retention rates ³			Years T-6	Years 7-9	Years 10-12	Years T-6	Years 7-9	Years 10-12
	All	2008	81.1%	84.8%	52.2%	88.9%	93.4%	45.7%
	Indigenous	2008	84.4%	78.3%	52.5%	94.0%	88.3%	37.3%
	Non-Indigenous	2008	70.0%	103.1%	51.9%	70.3%	107.7%	59.0%
Progress against NT Curriculum Framework (matched students) ⁴			English	Maths	ESL	English	Maths	ESL
	All	2008-2009	0.43	0.34	0.72	0.51	0.44	0.66
	Indigenous	2008-2009	0.42	0.31	0.72	0.50	0.43	0.65
	Non-Indigenous	2008-2009	0.44	0.43	0.89	0.52	0.49	0.71

¹ Data is based on an average of the eight collections that occur in Week 4 and Week 8 of each school term.

² Data does not include non-Government schools.

³ Data source is the annual AgeGrade Census (first Friday in August) and does not include Preschool or VET enrolments. The term 'apparent' is used because the indicator is derived from total numbers of students in each of the relevant year levels, rather than matched students.

⁴ Matched students are students who have been assessed in Term 4 of the first year and Term 4 of the second year at the same school. Non-Government Schools are not included.

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	2011	2008	2011	2008	2011	2008	2011	2008	2011	2008	2011
NAPLAN MSS	All	233.5	246.2	288.7	290.0	332.7	326.9	369.3	378.4	423.4	431.3	457.1	437.9
	Indigenous	191.8	215.1	262.9	270.9	290.6	291.0	346.1	356.0	357.6	387.3	412.0	399.4
Number of students at or above NMS	All	340	532	498	677	290.6	363	412	538	468	580	588	515
	Indigenous	167	329	295	462	111	155	217	318	132	283	241	224
% students at or above NMS	All	38.0%	46.6%	53.9%	60.3%	33.1%	32.4%	44.3%	48.9%	49.3%	57.7%	59.6%	51.3%
	Indigenous	24.8%	37.3%	41.9%	53.5%	16.5%	17.8%	31.3%	37.1%	22.1%	42.9%	38.2%	34.5%
Students above NMS	# Non-Indigenous	135	156	168	158	160	160	130	538	283	230	272	230
	% Non-Indigenous	61.1%	60.5%	76.4%	60.8%	68.1%	64.0%	55.3%	71.3%	80.2%	66.7%	76.6%	64.8%
Number of students participating in NAPLAN testing	All	894	1141	924	1123	908	1119	929	1101	949	1005	986	1004
	Indigenous	673	883	704	863	673	869	694	857	596	660	631	649
	Non-Indigenous	221	258	220	260	235	250	235	244	353	345	355	355
% students participating in NAPLAN testing	All	68.1%	78.8%	70.4%	77.6%	70.7%	79.2%	72.3%	77.9%	65.3%	76.5%	67.9%	76.5%
	Indigenous	62.9%	76.5%	65.8%	74.7%	65.1%	76.5%	67.1%	75.4%	57.0%	71.4%	60.4%	70.2%
	Non-Indigenous	91.3%	88.1%	90.9%	88.7%	93.6%	90.3%	93.6%	88.1%	86.5%	88.7%	87.0%	91.3%

Notes: NAPLAN = National Assessment Program Literacy and Numeracy; 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 (2011)
Number of 15 – 19 year olds participating in school	All	2008	2,211	2,160
	Indigenous	2008	1,358	1,341
	Non-Indigenous	2008	853	819
Number of 15-19 year olds participating in VET	All	2008	504	473
	Indigenous	2008	323	310
	Non-Indigenous	2008	181	163
Proportion of 15-19 year olds participating in VET	All	2008	22.8%	21.9%
	Indigenous	2008	23.8%	23.1%
	Non-Indigenous	2008	21.2%	19.9%
Number of 15-19 year olds participating in school based apprenticeships	All	2008	11	49
	Indigenous	2008	5	31
	Non-Indigenous	2008	6	18
Number of students completing NTCE	All	2008	208	183
	Indigenous	2008	86	44
	Non-Indigenous	2008	122	139
Number of students aged 15-19 completing at least one VET Unit of Competency	All	2008	498	475
	Indigenous	2008	319	309
	Non-Indigenous	2008	179	166

Notes: Data source for number of students participating in school is the AgeGrade Census, a point in time measure. Number of students participating in VET is a figure reflecting students participating in VET across the full 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 (2011)
Proportion of students attending over 80% ¹	All	2009	77.0%	78.3%
	Indigenous	2009	55.6%	59.6%
	Non-Indigenous	2009	89.1%	89.5%

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	2011	2008	2011	2008	2011	2008	2011	2008	2011	2008	2011
NAPLAN MSS	All	336.2	350.7	353.3	348.5	442.7	436.7	433.1	440.2	500.1	493.4	497.9	494.1
	Indigenous	275.4	304.7	313.7	317.7	382.9	389.9	392.9	407.4	461.7	449.6	465.4	466.2
Number of students at or above NMS	All	555	632	646	657	592	531	632	590	49	41	48	44
	Indigenous	132	199	176	211	117	123	142	167	10	12	11	14
% students at or above NMS	All	73.2%	80.7%	85.3%	84.2%	73.5%	74.1%	78.3%	83.0%	90.7%	80.4%	88.9%	83.0%
	Indigenous	56.7%	73.4%	76.2%	79.0%	51.5%	51.0%	62.0%	70.8%	71.4%	66.7%	73.3%	73.7%
Students above NMS	% Non-Indigenous	60.6%	64.5%	74.5%	68.0%	67.5%	65.1%	59.3%	69.5%	67.5%	66.7%	69.2%	67.6%
	# Non-Indigenous	318	330	392	349	390	310	343	330	27	22	27	23
Number of students participating in NAPLAN testing	All	758	783	757	780	805	717	807	711	54	51	54	53
	Indigenous	233	271	231	267	227	241	229	236	14	18	15	19
	Non-Indigenous	525	512	526	513	578	476	578	475	40	33	39	34
% students participating in NAPLAN testing	All	92.2%	94.0%	92.1%	93.6%	90.9%	94.8%	91.1%	94.0%	85.7%	91.1%	85.7%	94.6%
	Indigenous	81.4%	94.9%	82.1%	92.9%	86.3%	92.8%	85.6%	91.4%	77.8%	85.7%	83.3%	90.5%
	Non-Indigenous	95.1%	94.6%	95.3%	94.8%	95.2%	94.8%	95.2%	94.6%	88.9%	94.3%	86.7%	97.1%

¹ Data does not include non-Government schools.

Notes: NAPLAN = National Assessment Program Literacy and Numeracy; MSS= Mean Scale Score; NMS = National Minimum Standard