



Australian Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES

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

NORTHERN TERRITORY Annual Report for 2012

(due 30 April 2013)

INTRODUCTION

Delivery of the Smarter Schools National Partnerships (SSNP) in the Northern Territory is integrated into broader strategic reform effort across all education sectors and is aligned to the Northern Territory's contribution to the national reform agendas under the *National Education Agreement*, the *National Indigenous Reform Agreement* and, ultimately, the *National Declaration on Educational Goals for Young Australians*.

This annual report covers activity associated with the *Improving Teacher Quality National Partnership*, the *Low Socio-Economic Status School Communities National Partnership* as well as the quality teaching and literacy and numeracy components of the *Closing the Gap in the Northern Territory National Partnership* – which concluded on 30 June 2012.

Reforms to improve outcomes for disadvantaged, Indigenous and remote students remain a priority for the Northern Territory. Activity under the SSNP has provided the opportunity for concentrated effort to be directed in areas of most need and enabled significant support to consolidate the Northern Territory's multi-layered (school-region-system) approach to school improvement. There has been a focus on realigning regional structures, and system priorities to ensure continued quality and relevant service delivery to schools beyond the life of these Agreements. To this end, during 2012, some activities previously resourced through the *Closing the Gap in the Northern Territory National Partnership* have continued under the *Low Socio-Economic Status School Communities National Partnership*.

Looking to the future, activity under SSNP will take into consideration alignment with the *National Plan for School Improvement* and continuation of the reform agenda to improve outcomes for Indigenous Territorians as articulated in the *National Partnership Agreement on Stronger Futures in the Northern Territory*.

Cross sector collaboration

While each sector is progressing reform independently within their schools, the *Northern Territory Implementation Plan* articulates a joint vision for reforms under the SSNP, and a number of initiatives have been progressed cross-sectorally to benefit schools and systems across all sectors.

The Northern Territory continues to work in partnership with all sectors to implement SSNP reforms. Future issues of cross-sectoral significance will continue to be progressed collaboratively, in keeping with the intent of the SSNP and to maximise benefit to student across all sectors.

THIS REPORT

In October 2012, the Northern Territory provided a progress report to the Department of Education, Employment and Workplace Relations (DEEWR) on SSNP activity in the first half of the 2012 calendar year.

This annual report covers SSNP funded activity from 1 January to 31 December 2012 and builds on the information provided in the 2012 progress report. It focuses on key highlights, case studies as well as milestone activities, as set out in the *Northern Territory Implementation Plan* for the SSNPs.

The report also provides important information on SSNP funded activities to support the improvement in educational outcomes for Aboriginal and Torres Strait Islander students.

The annual report has nine sections:

- Section 1 - Smarter Schools National Partnerships – Impact
- Section 2 - Improving Teacher Quality National Partnership
- Section 3 - Low Socio-Economic Status School Communities National Partnership
- Section 4 - Closing the Gap in the Northern Territory National Partnership
- Section 5 - Research and Evaluation
- Section 6 - Co-investment Report
- Section 7 - Milestone Report (including Principal Professional Development milestones)
- Section 8 - Performance Indicators for Identified Cohorts
- Section 9 - Performance Measures

Section 1 – Smarter Schools National Partnerships – Impact

Impact of Key Reform Strategies

The Northern Territory's SSNP reforms complement existing efforts to deliver improved education outcomes for all students and particularly for Indigenous students in challenging remote contexts. Activity under the SSNP has provided the opportunity for concentrated effort to be directed in areas of most need, including funding directed to support schools to deliver reform that aligns with priorities set out in their school improvement plans. This effort has been supported by initiatives at the regional/sectoral and system level that work to improve:

- attendance and engagement
- literacy and numeracy outcomes
- community and family engagement
- attraction and retention of quality teachers.

Below are some of the key reforms/approaches under the SSNP that are having a demonstrable impact on quality teaching and student learning outcomes and contributing to key systemic changes in the Northern Territory.

Improving Teacher Quality National Partnership and Closing the Gap in the NT National Partnership

Attracting, developing and retaining skilled, experienced leaders and teachers is an ongoing challenge for Indigenous Catholic Community Schools (ICCS). The Catholic sector in partnership with Charles Darwin University (CDU) has established a joint-venture approach to the preparation of Indigenous teachers, called '**Growing Our Own**'. This two-way approach to teacher preparation for Catholic schools was established in response to Closing the Gap and the Northern Territory Government Emergency Response (NTER). 2012 was the fifth year for this program of structured on-site tertiary training of teachers from communities. Participants comprise Indigenous staff currently employed as Assistant teachers, Teacher Aides or staff in similar capacities. Growing Our Own aims to formally train these prospective Indigenous teachers within the communities so that, in time, they may provide greater education opportunities for Indigenous children. A total of 18 participants have attained a bachelor level qualification since the program commenced in 2010.

Assistant Teachers contribute to the educational outcomes of Indigenous students, particularly in remote government schools. In recognition of this, effort has been made to increase the paraprofessional status of the government sector's 280 Assistant Teachers in the workforce. This has resulted in an articulated, formalised and integrated coherent offering of competency based training in a career pathway linked to remuneration progression. The development of employer standards, mapped to the National Professional Standards for Teachers through aligned job descriptions reflective of various levels of relevant VET qualification, combined with increased access to and support for participation in accredited training, provide a clear and achievable career pathway for Assistant Teachers. A key strength of this program has been the contextualised educational resources developed in partnership with Batchelor Institute of Indigenous Tertiary Education. These resources combined with high levels of commitment, have seen the number and pace of Assistant Teachers gaining formal qualifications across both remote and very remote locations more than double in the past two years.

Highest qualification held by Assistant Teacher

<i>Certificate level</i>	<i>Oct 2011</i>	<i>June 2012</i>
Cert III	61	124
Cert IV	15	25
Diploma	7	20

The commitment to the development of Assistant Teachers has seen significant improvements in access, participation and completion rates of accredited courses and at higher levels, in particular in Education Support and Children's Services.

Additionally, the confidence gained through completing VET qualifications has seen nine of the government sector's Assistant Teachers commence higher education teacher training in 2012, with most having previous qualifications recognised towards their current qualification. The government sector will consolidate and continue to increase Assistant Teacher capability, status and access to career progression by ensuring:

- a scaffolded career is evident and extended. The gap between level 4 Assistant Teacher and qualified teacher will be filled at a paraprofessional level and appropriate qualification. This will provide a scaffolded career pathway from VET to Higher Education.
- professional development is available
- accredited training to progress is accessible and supported
- job knowledge and security is strong for those who perform to expectations.

To assist in clarifying the responsibilities of teachers the government sector has developed the ***Teachers Responsibilities – A Guide for Teachers and School Leaders in NT Government Schools***. Teachers have a responsibility to create a learning environment which ensures that their students acquire the knowledge and skills they need to become effective learners and responsible citizens who contribute to Australian society. They are expected to meet the high standards of professional and ethical behaviour required by the agency, the Northern Territory Teacher Registration Board, parents and the public. This includes an ongoing commitment to professional learning to maintain currency of practice. The guidelines cover face-to-face teaching; professional responsibilities; context; and voluntary or discretionary effort. The context in which a teacher works and voluntary or discretionary effort is particularly relevant for teachers working in remote schools. Schools and communities in remote locations can rely heavily on teachers to volunteer their time and expertise to provide extra-curricular activities for students to support their learning and engagement with schooling. These guidelines help to recognise the work of teachers in schools and to ensure allocation of work is managed appropriately.

Low SES School Communities National Partnership and Closing the Gap in the NT National Partnership

The **Residential Care Workers Project (RCW)**, led by the Northern Territory Christian Schools Association, is enhancing the capacity and quality of care workers across six of the Northern Territory's residential boarding colleges (Kormilda College, Marrara Christian College, Woolanang Homeland Christian College, Tiwi College, St. John's Catholic College and Yirara College). The project is funded through the Low Socio-Economic Status School Communities National Partnership and has developed induction and staff training programs and a network to facilitate ongoing peer support and coaching. Through the program, over 70 staff have completed the Certificate IV in Community Service Work (Residential Boarding). Some 50 staff have completed a Restorative Practice training course to support the development and maintenance of healthy relationships between school teachers, residential care workers, students and their families. 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. Of the ten staff employed under the RCW project, eight are still in full-time employment as houseparents. The RCW project has funded the development of a staff induction booklet as well as providing on-going training for new and existing staff. Staff retention, coupled with access to ongoing training opportunities and 'on the job' experience has been a key factor in strengthening relationships and therefore enhancing the care of students enrolled in residential programs.

Student wellbeing and strengthened links between home and school as key foundations for effective learning and achievement are the centrepiece of the **Engaging Urban Students (EUS)** effort which aims to support schools to address the barriers to education experienced by disadvantaged students, including Indigenous students, living in provincial and regional (remote) areas. This reform effort is funded under the Low Socio-Economic Status School Communities and Closing the Gap National

Partnerships. Sixteen schools participate in the EUS, which has seen promising signs of improvement including an increase in the average enrolment of Indigenous students (10% increase since 2008) and increased retention of students in the primary and middle years (11% and 30% respectively since 2008). EUS schools have also shown signs of improved student progress against the NTCF in Maths (7.3% improvement from Term 2, 2011-2012 compared with Term 2, 2008-2009) and English (12.7% improvement from Term 2, 2011-2012 compared with Term 2, 2008-2009).

The **Remote Whole School Reform (RWSR)** initiative provides intensive resourcing for 22 of the Northern Territory's largest very remote school communities. This reform effort is funded under the Low Socio-Economic Status School Communities and Closing the Gap National Partnerships and has allowed for innovative and flexible approaches to the delivery of educational services in very challenging contexts to be trialled. The centrepiece for improvement at schools involved in this reform is principals, school leaders and communities working in partnership, within a framework of high expectations, to lead to whole of school reform that results in sustainable and successful educational and life outcomes for students. The RWSR effort has positively impacted on student outcomes with schools supported through this initiative showing improved student progress against the NTCF in Maths (3% improvement compared with Term 2, 2008-2009) and English (27% improvement from Term 2, 2011-2012 compared with Term 2, 2008-2009) and ESL (21% improvement from Term 2, 2011-2012 compared with Term 2, 2008-2009). Apparent retention rates for students in the primary years have also shown improvement with retention increasing by 23% since 2008 with enrolment and attendance remaining steady.

The **extended service delivery** model emphasises the importance of community leadership and partnership, positive early years experiences and lifelong learning. This reform effort is funded under the Low Socio-Economic Status School Communities and Closing the Gap National Partnerships and has allowed seven sites in the government schools sector to implement extended services to their communities. Strong progress is being seen at these Strong Start Bright Future college sites, with improved community engagement, re-engagement of students, and increased pathways to further employment being reported - all in partnership with the local community and other key stakeholders. The focus on children and families from birth to three years olds through the integration of early childhood services and the delivery of the Families as First Teachers program is a key component of the model and results in increased school readiness, which provides a strong foundation for improved student learning outcomes in the future. For the five colleges that were fully operation in 2012, there has been an increase in structured work placements and school based apprenticeships, positioning colleges as the means through which young people can enter into job and career pathways. These employment opportunities have been enabled through the significant increase in the number of students completing VET qualifications in the senior years across the college sites, up 45% in 2012 from 2011.

Section 2 – Improving Teacher Quality

2012 Significant Achievements/ Highlights – 1 January to 31 December 2012

The Northern Territory has continued to focus reform effort on attracting, retaining and developing quality teachers for Northern Territory schools, particularly in remote locations. Ensuring suitable teachers are recruited, better prepared and supported to teach in remote contexts will continue to improve staff retention, allowing for continuity and quality teaching and improved outcomes for students.

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. Through Indigenous teacher and early childhood scholarships, cadetships and fellowships; regional and systemic support; and onsite programs such as Growing Our Own in the Catholic sector, Indigenous staff are being supported to finalise educational qualifications to become local educators and mentors for other staff and students. In 2012, an additional 198 Indigenous employees across all sectors completed an initial or higher level educational qualification.

Principals, school leaders and aspiring leaders are participating in instructional leadership programs aimed at improving the capacity of school leaders to implement reforms. For example, all principals from the government sector, and selected members of school leadership teams, have participated in a 12 month Literacy and Numeracy Leadership program that will contribute to systemic changes and embed whole school approaches to literacy and numeracy across all school contexts.

Specific progress against the *Improving Teacher Quality National Partnership* facilitation reforms is included below.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2012

The Northern Territory's *Improving Teacher Quality National Partnership* reform has continued to focus on building the capacity of the remote teaching workforce, particularly Indigenous staff, to improve support for Aboriginal and Torres Strait Islander students. Local Indigenous staff are an important part of strengthening school and community partnerships and supporting students to achieve educational outcomes. Local and regional support has been provided to increase the number of Indigenous staff with educational qualifications, enabling improved and more inclusive local decision making and building the capacity of communities to support students. Remote practicum placements, teaching schools, orientation and contextualised induction programs are some of the initiatives implemented in the Northern Territory that ensure the teaching workforce is better prepared to support students, particularly Indigenous students in remote schools.

Progress against TQNP Facilitation Reforms – 1 January to 31 December 2012

National Professional Standards for Teachers

In November 2012, the Australian Professional Standards for Teachers were gazetted in Northern Territory and will come into effect from January 2013.

The Teacher Registration Board of the Northern Territory (the Board) has delivered information sessions for provisionally registered and fully registered teachers to provide teachers with a better understanding of the standards and connection to career stages; building of skills to progress from one career stage to another; and the types of evidence and knowledge that will demonstrate that the standards have been met. In addition, the Board has made information relating to the standards available on its website, including valuable tools for teachers to view the demonstration of the standards in action.

In 2013 the Board will continue to support teachers by delivering forums on the standards, including the practice and professional learning of the teacher.

The Assistant Teacher Standards developed in 2011 for government sector employees, are reflective of the competency based career progression of Assistant Teachers and use the same domains as the Australian Professional Standards for Teachers. Regional Indigenous workforce development teams facilitated the use of these standards with teaching teams to clarify the roles, responsibilities and expectations of Assistant Teachers at their respective qualification level. They are also being used as the basis for performance development conversations. This work was recognised for delivering quality education and training as a finalist in the Chief Minister's Award for Excellence in the Public Sector.

National Certification of Accomplished and Lead Teachers

To increase the number of highly skilled teachers, particularly in remote schools, the Centre for School Leadership, Learning and Development has continued to deliver the Highly Accomplished and Leading Teacher (HALT) program in 2012. The Program provides opportunities for teachers to develop their knowledge of current innovations and trends in education and to reflect on their practice. Teachers take part in three face to face Discovery Forums; collate independent evidence and reflection; participate in workplace panel meetings and reflection; site visits and classroom observations; and make a final presentation of evidence to an independent assessment panel.

Teachers that successfully complete the HALT program are awarded Highly Accomplished status, which attracts an allowance, or may apply to be a Lead Teacher within an identified school which attracts additional remuneration.

Nine teachers completed the HALT program in 2012, bringing the total number of HALTs currently employed to 29. This comprises 22 Highly Accomplished teachers; five Lead Teachers in positions; and an additional two teachers with Lead Teacher status currently employed in Senior Teacher roles. Ten HALTs are working in remote and very remote government schools in Alice Springs, Borroloola, Mililingimbi, Numbulwar, Yirrkala and Yuendumu.

The Northern Territory Government participated in the development of agreed guidelines for the national recognition and certification of HALTs published by the Australian Institute for Teaching and School Leadership (AITSL). Deeming arrangements will be applied to current Teachers of Exemplary Practice and HALTs in the Northern Territory from 2013 to ensure consistency with the national certification principles and processes.

Nationally Consistent Registration of Teachers

In 2012, the Teacher Registration Board of the Northern Territory commenced transitional arrangements for the registration of teachers using a nationally consistent approach. Based on the National Professional Standards for Teachers, these arrangements will be fully implemented by January 2013. A national Mutual Recognition agreement is operational in the Northern Territory which enables registered teachers from one jurisdiction to apply for registration in another jurisdiction. Teachers applying for mutual recognition can be registered in the Northern Territory quickly which increases the availability of teachers for schools.

The development of a Return to Teaching program is being researched in collaboration with the Centre for School Leadership Learning and Development to support teachers who have had a significant absence from practice, but have met the requirements for renewal and wish to return to teaching. Work in this area will continue in 2013.

National Accreditation of Pre-service Teacher Education Courses

The National Guidelines for Accreditation of Initial Teacher Education Programs provide a rigorous accreditation process to ensure students are participating in learning in the Northern Territory is consistent with other courses in Australia. Trained panel members are required to assess new programs and in 2012 a further 12 people in the Northern Territory were trained as panel members, increasing the expertise and efficiency of panels. The Northern Territory has also streamlined the process for presenting courses for accreditation and giving and responding to feedback.

In 2012, the Northern Territory accredited one program, the Bachelor of Education (Primary), using the national graduate teacher standards and program standards.

An additional six courses are expected to be accredited in early 2013: The Bachelor of Education (Science), (Information Technology), (Humanities), (Health, Human Development and Physical Education), (Visual Arts), and (Music).

The Board and the provider continue to work in partnership to ensure quality teacher training is available in the Northern Territory.

Professional Development and Support for Principals

In 2012 the Centre for School Leadership, Learning and Development provided programs that had a strong focus on teaching instruction and instructional leadership including:

- Preparation for School Leadership was delivered across all six regions to 67 participants. The program prepared participants for school leadership roles and supporting them to 'be ready' when an opportunity to take on such a role arises. It provided opportunities for participants to develop their personal leadership capabilities within their own school contexts.
- Literacy and Numeracy Leadership Program was delivered to all school principals and members of school leadership teams over 12 months to enhance capabilities to embed effective whole school literacy and numeracy teaching, learning and assessment practices within their own school contexts.
- Development Program for High Potential School Leaders delivered to eight participants to enhance leadership capacity for high potential school leaders aspiring to be school principals.
- School Leaders in the Making Program delivered over 12 months to 19 participants to enhance leadership capacity of those aspiring to principal roles. The program developed participants' skills and knowledge of current innovations and trends to lead effective schools and improve student learning outcomes. It also provided opportunities for networking and mentoring. Fifty-four per cent of participants were from remote and/or disadvantaged schools.
- the annual School Leaders' Conference in April 2012 was combined with the Early Childhood conference with the theme 'Building Sustainable Leadership in the Future'. The conference is compulsory for all principals of government schools. In 2012 the Conference was a cross-sectoral event.
- a principal was provided with a research grant under the High Performing Principal Program to investigate the link between coaching leadership conversations and sustainable school improvement in remote locations. The outcome of this research will be known in 2013 when the report is finalised.
- Eleven new principals attended a two-day orientation program which provides an overview of department's strategic initiatives, governance, education system, infrastructure and support services. The program provided principals with the opportunity to establish and build professional networks with other school principals and executives. Six of the principals are working in remote schools.
- Early Career Principals Program supported 12 participants to critically examine and reflect upon the implications of the National Professional Standard for School Principals in their contexts. Seventy-five per cent of participants were from remote and very remote schools.

The National Alliance for Remote Indigenous Schools (NARIS) Leaders Conference in Perth attracted 40 participants from the Northern Territory to discuss the best ways to improve learning outcomes in their communities to ensure students have every opportunity to succeed at school.

Improved Performance Management and Continuous Improvement in Schools

Orientation and Recall Programs provide new teachers in the government sector with professional development opportunities during the first two years of their employment, which ensures ongoing and timely support. In 2012, 196 teachers attended the orientation programs delivered in January and July, and 39 teachers, predominately from the Alice Springs and Arnhem regions who had attended the orientation program in January, participated in the Recall Program delivered mid-year.

The Coaching Accreditation Program designed for school leaders who want to substantially develop their coaching skills and knowledge continued to be delivered in 2012. Twenty-two participants completed the Phase 1-3 program and 16 completed the Phase 4 program. Successful completion of the four phase program offers participants with accreditation as a leadership/executive coach, and can be used as credit towards an educational Master Degree at three universities in Australia. Supporting this program, an online community of practice forum has been established to enable past and present participants to share their coaching practice.

The Teacher Performance Management System is under review with the initial focus on developing an on-line Teacher Performance and Development Framework (TPDF) and process aligned with the national Framework developed by the Australian Institute for Teaching and School Leadership and endorsed nationally in August 2012. Significant consultation has been undertaken and following a final round of consultation in Term 1 2013, it is expected that the TPDF and process will be operational in Term 2 2013. The teacher probation process will then also be reviewed to align with the TPDF. Induction and orientation programs for regional, remote and urban teachers have been reviewed and improved with a revised on-line checklist that supports more effective on-boarding of new employees. In addition the on-line orientation program has been refreshed (content and structure) to add value to both corporate and school-based employees.

New Pathways into Teaching

To provide pre-service teachers and new teachers with quality supervision, mentoring and support, the Teach for Australia model is being implemented in the Remote Centres of Excellence located at Katherine High School and Barkly College in Tennant Creek. The program provides access to formalised, comprehensive, coherent and sustained training to enhance their instructional practices with experience teaching in the Northern Territory's remote and very remote contexts.

Under NARIS, the Northern Territory has developed the Teacher Mobility Program, designed to promote remote teaching as a career pathway by encouraging high quality and experienced teachers with the right skills to teach in remote Indigenous communities for two or three years. The program supports the mobility of teachers between jurisdictions with a right of return to their permanent role in their home jurisdiction. Implementation of a pilot program will commence in 2013 across all NARIS schools to select teachers for remote schools with the greatest need to support improved student outcomes. The NARIS Mobility Program has been endorsed by Australian Education, Early Childhood Development and Youth Senior Officials Committee (AEEYSOC) and the Teach Remote unit distributed implementation guidelines to participating jurisdictions.

Better Pathways into Teaching

In partnership with Charles Darwin University and Deakin University, a selection process has been implemented for high performing final year pre-service teachers who demonstrate a strong commitment to teaching in Northern Territory remote schools to undertake funded practicum placements in the government schools sector. This initiative has strengthened relationships with training providers and helped to foster broader awareness of remote teaching opportunities in the Northern Territory. Six high performing pre-service teachers (three each from Charles Darwin University and Deakin University) undertook placements at Barkly College and Katherine High School in Semester Two 2012. A further three pre-service teachers from Deakin University will undertake placements in remote Northern Territory schools during Semester One 2013.

The Teacher Education Scholarship and Early Childhood Scholarship programs supported 180 students to study teaching in 2012, 64 of these were Indigenous students from across the Territory.

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 Teacher Quality Future Reforms Working Group and representation on the National Teacher Datasets Sub-Group. The Northern Territory has provided input into the national workforce data set and is working with the Northern Territory Teacher Registration Board to further link data sets.

The Northern Territory has continued to focus on increasing the availability of workforce data to improve the quality, coverage and completeness of staff demographics, occupancy and payroll information within the government schools sector. This is being achieved through:

- a professional learning system that enables all professional learning to be captured centrally. Approximately 40 professional learning events are captured each month, enabling teachers to demonstrate learning outcomes that contribute to teacher registration requirements
- enhancements to the Staff Management System
- continuing the 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.

Work has also been undertaken to allow the professional learning system to be used cross-sectorally to capture all staff professional learning and greater promotion of the system's capacity to record an individual teacher's formal and informal qualifications is underway. This will assist teachers to provide evidence to the Teacher Registration Board of the Northern Territory to support applications for full registration and re-registration, together with adding richness to the available workforce planning data.

Indigenous Education Workforce Pathways

The government sector has established an Indigenous Employment and Career Development Standing Committee to provide leadership in driving the employment and career development strategy for Indigenous employees to align effort and improve career opportunities for Indigenous people. As part of this, options to support Indigenous people to undertake educational studies are being considered aimed at increasing the number of local Indigenous teachers in remote schools.

Under the Local Teachers in Local Schools strategy, over 60 Indigenous Territorians were studying teacher education through More Indigenous Teacher cadetships, scholarships and fellowships, the Remote Indigenous Teacher Education pilot and Early Childhood scholarships. Twenty-five of these staff were located in remote schools. A further three Indigenous Teacher Upgrade Program students have upgraded their qualifications to be four year trained.

Focussed effort to consolidate and strengthen the pathways to enable Indigenous Territorians to become teachers has resulted in increases in the number and levels of school staff in the government sector completing various educational qualifications. There were an additional 161 Indigenous employees from the government sector that completed qualifications in an education related field in 2012, compared with 95 in 2011. Courses include: Workplace Preparation; Education Support; Spoken and Written English; Community Services; Children's Services; Indigenous Education Work; Own Language Work; Diploma of Interpreting (LOTE/ESL); and Bachelor of Teaching.

In addition, a preparatory studies program, the Indigenous Tertiary Preparation Program (ITPP) was piloted. The ITPP was developed under the Batchelor Institute of Indigenous Tertiary Education/Northern Territory Government Partnership Agreement. It was specifically designed for Indigenous people who have a desire to become teachers but were ineligible for direct entry to a Bachelor of Teaching and Learning degree. The pilot was a one semester program with a focus on students being 'study ready' for the demands of tertiary studies in teaching. It incorporated an accredited vocational training (Preparation for Tertiary Success) and work placements in schools. Of the six participants that engaged in the pilot program, three successfully completed the academic requirements and two were offered teaching scholarships under the More Indigenous Teachers Initiative.

Quality Placements

In collaboration with Charles Darwin University, the Teaching School program continued with accredited schools aiming to prepare employment ready graduates. Teaching Schools work in partnership with the academic staff of the Charles Darwin University School of Education to align the academic learning and professional experience of teachers, including the provision of mentoring support. In 2012, 314 pre-service teachers were placed in 42 government and four independent primary, middle, secondary and combined schools involved in the Teaching School program. This is a 47.4 percentage point increase in participation of the program from 2011. Over 100 of these pre-service teachers have either exited the course or are in the process of undergoing exit interviews bringing them to the end of their degree and to the point of employment.

The Mentor Teacher Forum was a success with 77 participants attending on a Saturday. Mentoring for Effective Teaching workshops will be run in late June in Alice Springs. Two first-year pre-service teachers were placed with one single mentor in schools and this has been successful. Mentors report more reflection occurring and better engagement in the placements. This will continue into the next placement.

Following an application and selection process, three pre-service teachers from Deakin University and three Charles Darwin University students completed their funded placements in August 2012 at the two Remote Centres for Excellence, Katherine High School and Barkly College.

School Centres of Excellence

Two Remote Centres of Excellence located at Katherine High School and Barkly College in Tennant Creek are delivering the Teach for Australia program (refer New Pathways into Teaching in this section) The program aims to:

- develop high potential experienced teachers into quality mentors through an accreditation course;
- provide quality supervision, mentoring and support to Teach 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 provides these schools with access to quality staff with specialist knowledge in hard to fill subject areas and is expected to build the capacity of these schools by providing effective and high quality mentoring and support for teachers. At Barkly College the program has allowed the school to meet an identified need for English teachers. The associates are bringing fresh ideas, exploring new pedagogies and using best practice knowledge of their peers to support improved student educational outcomes.

In 2012, four Teach for Australia Associates commenced in Katherine and two in Barkly. Six high performing teachers within these schools have been trained to be Teach for Australia mentors for these associates. An additional four high performing teachers have been trained under Teach for Australia mentoring to provide quality mentoring support for pre-service teachers and new teachers. All Teach for Australia Associates employed in the 2012 school year, are expected to complete the program in 2013.

Sustainability

Initiatives such as the Personal Learning System; Staff Management System; teacher and principal professional development programs; and pre-service teacher programs are well established and will be sustained beyond this National Partnership. The Northern Territory Government remains committed to improving the quality of teaching in the Northern Territory and will continue to progress work in this area to ensure it aligns with Northern Territory and Australian Government priorities.

Showcase / Exemplary Activities – 1 January to 31 December 2012

Highly Accomplished Lead Teachers

The Highly Accomplished and Lead Teacher (HALT) program which has now been in place for two years in the government sector is designed to recognise and celebrate excellence in teaching and provide opportunities for participants to develop their knowledge of current innovations and trends in education. The program aligns with the National Professional Standards for Teachers.

Successful completion of the HALT program provides participants with recognition of credit towards a Masters of Education at Charles Darwin University; and eligibility to receive an allowance at the Highly Accomplished or Lead Teacher level.

Forty-one participants have completed the HALT program to date. During 2012, 10 of these participants were working in remote and very remote government schools in Alice Springs, Borroloola, Milingimbi, Numbulwar, Yirrkala and Yuendumu. Seven as Highly Accomplished teachers and three as Lead Teachers. These were the first 10 officers with HALT status to take up positions in remote schools.

A further three participants from remote and very remote locations of Katherine and Warruwi will be eligible for the Highly Accomplished Teacher allowance in 2013.

The Northern Territory government sector has established opportunities and remuneration incentives to increase the number of high performing and specialist teachers located in remote government schools.

The Northern Territory participated in the development of agreed guidelines for the national recognition and certification of HALTs published by the Australian Institute for Teaching and School Leadership. These guidelines will inform the future delivery of the HALT program in the Northern Territory, and it is expected that the number of high performing teachers will continue to grow, particularly in remote government schools where there is the greatest need for these high quality teachers.

This achievement contributes to the National Partnership reform by increasing the capacity of schools with the most challenging needs to improve the quality of classroom practice

Remote Centres of Excellence – Katherine High School & Barkly College

The Teach for Australia program is one element of the Remote Centres of Excellence initiative located at both Katherine High School and Barkly College. The Teach for Australia program attracts graduates to become teachers where they complete a two year Postgraduate Diploma in Teaching while teaching in a school and, for Northern Territory associates, this means teaching in a remote government school.

Katherine High School is located 315km south of Darwin. The school's ICSEA value is 858 with 44% of students identified as Indigenous. Barkly College is located in Tennant Creek approximately 500km north of Alice Springs. The College comprises Tennant Creek High School and Tennant Creek Primary School campuses. Tennant Creek High School has an ICSEA value of 667 with 85% of students identified as Indigenous with Tennant Creek Primary School having a ICSEA value of 735 and 75% of students identified as Indigenous. This year has seen the commencement of six associates undertaking the Teach for Australia program. Four associates are situated at Katherine High School and two associates at Barkly College.

At Barkly College the program has allowed the school to meet an identified need for English teachers. Associates are limited to teaching within the parameters of certain subject areas, and, with limited staffing resources, this is often a challenge. However, with the support of college staff, flexible arrangements are used to maximise resourcing, including associates.

'The staff here are wonderful. Everyone goes out of their way to help you out.'

Teach for Australia Associate – Barkly College

One of the key aspects for the Teach for Australia program is the level of support that is available to each associate. The support is provided in a number of ways:

- In-school Mentors: a trained mentor from the school providing day to day support both formally and informally to discuss and reflect on classroom experiences.
- Clinical Specialist: face to face support given twice a term providing the link between theory, coursework and practice.
- Training and Leadership Advisor: provides on going leadership development coaching which is provided once a term.

Associates have benefited through smaller class sizes that provide better opportunities to focus on developing relationships with students.

'The small class sizes have allowed me to build better relationships with my students which I feel would have been harder in an urban school'

Teach for Australia Associate – Barkly College

The flow on effects of the program can be seen, with four teachers at Barkly College obtaining their Professional Certificate in Education (Teach for Australia Mentoring) through the University of Melbourne as part of the programs in-school mentors. This has raised the profile of mentoring at the College, inspiring other teachers to become mentors, raising awareness around teaching review practices, and creating an environment that encourages receiving and seeking feedback.

The associates have a willingness to teach, bringing fresh ideas and exploring new pedagogies while drawing upon the best practice knowledge of their peers; all aimed at improving student educational outcomes. Teach for Australia Associates are expected to complete their qualifications at the end of 2013.

Further information regarding remote centres for excellence can be seen on ABC's 7.30 Report NT <http://www.abc.net.au/news/2012-09-28/high-achieving-non-teaching-graduates-in-nt/4287002> broadcasted on 28 September 2012.

Centre for School Leadership Learning and Development

The Centre for School Leadership, Learning and Development (the Centre) was established as a partnership between the Northern Territory Government and Charles Darwin University in 2011 and is located at the university. The Centre works alongside teachers, principals and aspiring education leaders of the future, to deliver quality training programs and initiatives across the Northern Territory.

The Centre's programs reflect the professional needs of teachers in both urban and remote context. In 2012 47% of government school-based participants came from remote and very remote schools. In 2012 43% of the participants who completed a program delivered by the Centre were from a low socio-economic status school. The Centre's key projects include:

- Preparation for School Leadership, Highly Accomplished and Lead Teacher, School Leaders in the Making, Early Career Principals, Development Program for High Performing Principals, High Potential Leaders and Coaching.
- Principal and Teacher Orientations and Recalls.
- Cultural Competencies Training.
- Implementation of the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers and Australian Professional Standard for Principals.
- Teaching in the Territory Awards and coordination for AITSL Awards.
- Research activities.

The Centre is supported through the Smarter Schools National Partnerships to deliver a range of capacity building programs to better prepare school leaders to meet the needs of students in complex and remote and very remote communities.

The **Preparation for School Leadership (PSL)** program is one of the Centre's flagship programs. The program continued in 2012 across all six regions, with a total of 67 participants (50% of whom were from remote or very remote schools). This program built systemic capability to provide effective leadership in diverse school communities and 'hard to recruit to' schools through a focus on developing leadership capabilities for aspiring school leaders:

"I will now be able to change my practice to incorporate leadership micro skills into my school and context" Participant, Milingimbi School

"I look forward to going into my school to observe, monitor and implement some of the communication strategies I have learnt about in PSL" Participant, Alekarenge School

The program now includes opportunities for past participants to provide support and mentoring within their regions and facilitation and advice in face to face modules.

Participant feedback in all regions was exceptionally high indicating that both the content and delivery of the 2012 program was effective. 25% of 2012 participants experienced career progressions during the year. Ongoing evaluation of the program will result in recommendations for improved program delivery into the future.

All principals, selected members of school leadership teams and some regional office staff completed a twelve month **Literacy and Numeracy Leadership Program**. The program enhanced the ability of school leaders to embed effective whole-school literacy and numeracy teaching, learning and assessment practices within their own school contexts. The program was accessible and informative, with a majority of participants coming from remote or very remote schools. Positive participant feedback indicated a high level of satisfaction in the program meeting its outcomes.

"The program provided clarification and enhanced my understanding of how to effectively use data

to improve schools”

“The information/strategies/references provided will help move from where we are to where I envision we can be”

“The program was accessible and really informative – generating strong discussion and common understandings for our school and regional leaders”

Feedback from participants in the Katherine Region

The Centre also delivered the **Highly Accomplished and Leading Teacher** program for practicing teachers to develop their professional knowledge, practice and engagement. The program provided participants, particularly from remote schools, with the opportunity to reflect on their teaching practice; network with mentors, coaches and peers; and develop skills as educational leaders:

“This opportunity has given me the chance to work with other colleagues in a professional learning community where we have been able to reflect personally and collectively on our own practices. Through rigorous dialogue and in-depth research, I have developed a deeper understanding of the National Teaching Standards.” Participant, Maningrida School

“Participating in the HALT program in 2012 has allowed me the opportunity to increase my professional networks with high quality teachers, critically reflect on my professional classroom practice and strive to share my professional knowledge with colleagues more effectively.”

Participant, Palmerston and Rural Region

The Centre is supported by an Advisory Board that is comprised of representation from the Northern Territory Government, Charles Darwin University, the Association of Northern Territory School Educational Leaders (ANTSEL) and the NT Joint Council of Professional Teaching Associations (NTJCPTA). These representatives have been selected to help ensure the work of the Centre meets the leadership, learning and development needs of the school education workforce in the Northern Territory.

Through the range of courses and programs on offer the Centre continues to maintain a clear focus on building the capacity of principals and school leaders to drive school improvement and deliver improved outcomes for students.

Growing Our Own

The Catholic Education Northern Territory (CENT) vision for all its students is to have faith in their future. Consistent with this CENT is committed to high expectations for Indigenous students attending its schools. It recognises the need for a high quality teaching workforce to support these expectations. Within that objective it also recognises the important role that local Indigenous staff play as teachers and educators of students and of fellow teaching staff. It is an on-going imperative that quality experienced teachers must have an understanding of the local community cultural context and the educational circumstances of the students within the school communities.

Attracting, developing and retaining high quality teaching staff to schools in remote locations is a nationally acknowledged challenge for educational authorities.

Catholic Education Northern Territory established a partnership with Charles Darwin University (CDU) in 2010, in a joint-venture approach to an alternative pathway for the training of Indigenous teachers, called the '*Growing Our Own*' project. This two-way approach to teacher preparation for NT Catholic schools operates within and responds to a range of Australian and Northern Territory Government frameworks including:

- The Australian Government Emergency Response (AGER)
- The *Closing the Gap National Partnership*
- The *Low Socio Economic Communities National Partnership*
- The *Teacher Quality National Partnership*, and
- The *Leadership, quality teaching and workforce development domain of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014*.

The Bachelor of Teaching and Learning program is delivered over a three year period. It involves on-site delivery by CDU staff, and mentoring by a designated classroom teacher, who in turn is supported in his/her cultural learning by the Indigenous student teacher. This two-way approach to learning allows the school community to benefit from the expertise both the mentor teacher and preservice teacher bring to the classroom.

The participating schools in the *Growing Our Own* project are: Ltyentye Apurte Catholic School (Santa Teresa), Murrupurtiyanuwu Catholic Primary School (Wurrumiyanga), Our Lady of the Sacred Heart Thamarrurr Catholic College (Wadeye), St Francis Xavier Catholic School (Daly River), St Joseph's Catholic College (Katherine) and Xavier Catholic College (Wurrumiyanga).

The students participating in the *Growing Our Own* project are Indigenous staff currently employed as Assistant Teachers, Teacher Aides or staff in similar capacities or are teachers who have upgraded their qualifications to Bachelor level degrees.

Within the inaugural cohort of 2010, five students have graduated with Bachelors of Teaching and Learning (In-Service) and 10 students with Bachelors of Teaching and Learning (Pre-Service). 2012 saw a second cohort of 15 students, including both pre-service and in-service students proceeding with studies, with students commencing in the additional sites of Daly River and Katherine. This cohort has been established with enhanced pre-selection and pre-tertiary study support processes. There has also been an increased level of interaction between senior Catholic Education NT staff, the Coordinator and the staff of the contracted provider, Charles Darwin University, to ensure the most effective delivery, location specific, to the needs of all staff and students involved. Three students of this cohort at Wadeye completed the necessary academic requirements for the upgrade of their qualifications to the Bachelor of Teaching and Learning and graduated in October 2012.

The Catholic Education NT has commenced research around the most effective mentoring structures for students as this is a key element to the success of *Growing our Own* and the outcomes of this work will have applicability not only for current and future *Growing Our Own* students but will impact on training and support arrangements for all staff in the Catholic Schools.

Section 3 – Low Socio-Economic Status School Communities

2012 Significant Achievements/ Highlights – 1 January to 31 December 2012

The *Low Socio-Economic Status School Communities National Partnership* supports schools with disadvantaged students through implementation of a range of initiatives across sectors at the system, region and school level. The delivery of reform through this multi-layered approach aims to target the diverse needs of each school and community. The Northern Territory has 116 schools identified as eligible for support under this national partnership representing 60.4% and 37.8% of all Northern Territory schools and students, respectively. Up until 30 June 2012, the majority of these schools (92 schools) have also been eligible for support under the *Closing the Gap in the Northern Territory National Partnership*. Since 2009, activity has been integrated across these national partnerships to provide cohesive, relevant support to meet the needs of Indigenous students living in remote and very remote communities.

As the *Low Socio-Economic Status School Communities National Partnership* enters its sixth year and early reforms become embedded into standard practice, work has been undertaken to review and consolidate the priority initiatives and activities to ensure continuity and transition arrangements where appropriate.

Activities in this reporting period continued showing 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 participating schools, namely:

- 21% increase in the apparent retention rate of Indigenous students within the primary years since 2008, which is 9.8% percentage points higher than 2011.
- 23 schools have improved attendance rates for Indigenous students since 2011. Nineteen of these schools have improved by over 5%. Enrolment has remained stable from 2011.
- Increase in NTCF student attainment in the subjects of English, Maths and ESL in 2011-12 compared with 2008-09
- NAPLAN participation rates for Indigenous students have improved across years 3, 5 and 7 in most domains.

Focussing on the importance of locally identified and driven solutions which meet the needs of each school and community, much resourcing under the *Low Socio-Economic Status School Communities National Partnership* has been provided directly to schools to deliver priorities identified in their school improvement plans. School priorities 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 have provided the framework for tailoring resourcing for the individual needs of these schools.

The **Remote Whole School Reform (RWSR)** initiative provided intensive resourcing for 22 of the Northern Territory's largest very remote school communities. Through this initiative, 19 government and three non-government schools are supported to enhance community engagement, student enrolment and attendance and student achievement. The range of activities supported through the RWSR in 2012 included:

- Employment of cultural advisors and other community engagement positions focused on strengthening relationships between schools and their communities. For example, at Maningrida School a cultural advisor is employed to liaise between the school and the community around student wellbeing, attendance, participation and engagement in a culturally appropriate manner including the support of students with hearing loss.
- Working with local people to align curriculum offerings with the educational aspirations of the

community. For example:

- At Alekarenge School the funding of a new curriculum manager has enabled the school to work with community members to ensure that the curriculum taught at the school mirrors the educational aspirations of the community while continuing to stay true to the Northern Territory Curriculum Framework and the emerging Australian Curriculum.
- At Elliott school the funding of a Home Liaison Officer to target improved relations between the school and the community has seen a decrease in un-notified absences. The school's VET kitchen has continued to fill an educational need at the school and offer student pathways to the future, as well as providing a facility to further improve community relations through the hosting of community cooking classes and events.
- Extended service delivery at large remote college sites (refer section 4) through the 3-9 program. A range of programs were offered outside of normal school hours to students and the wider community which included a focus on literacy and numeracy, language and culture, health and fitness and practical skills development such as driving licence, sewing and first aid programs.

Promising signs of improvement have continued across schools supported under the RWSR with retention of Indigenous students in the primary years increasing by 19.1% since 2011 and reaching its highest point since 2008. Enrolment and attendance have also remained stable with steady gain since 2009.

The **Engaging Remote Indigenous Students (ERIS)** initiative supported 56 smaller remote and very remote schools (51 government and five non-government schools). Like RWSR, ERIS activity targets communities working in partnership to lead change that results in sustainable and successful educational and life outcomes for students. Highlights of activities from this period include:

- Assisting with the development of programs and pathways for senior years students, including capacity building programs to support the involvement of local Indigenous staff in program delivery. For example, in the Arnhem region, the Student Pathways and Transitions Curriculum Officer has been providing coaching and collaborating with senior years staff to plan and implement senior years programs. As a result of this work seven Indigenous staff completed Certificate IV in Career Development and senior years students at Alyarrmandumanja Umbakumba School and Milyakburra School, senior years students successfully completed a range of Stage One NTCET subjects including Literacy for Work and Community Life, Numeracy for Work and Community Life and Workplace Practices. Senior years students from these schools participated in work experience and work shadowing within their communities in line with student pathway plans.
- Enhancing the contribution of community liaison officers, community engagement consultants, cultural advisors and other school support positions that focus on creating better relationships between schools and their local communities and create employment opportunities for local people. For example, in the Katherine region small schools received an additional staffing allocation to be utilized to create better school- community relationships. The positions provide local employment opportunities and principals report that the positions have been of significant benefit in liaising with the community.

The **Engaging Urban Students (EUS)** initiative supported 16 schools (14 government and two non-government schools) to implement strategies that focus on student wellbeing and strong links between home and school for disadvantaged students living in provincial and regional (remote) areas. Highlights under the EUS initiative include a continued focus on supporting students family-school and community partnerships and improving student attendance through:

- Employment of Home Liaison Officers, Aboriginal and Islander Education Workers and Indigenous mentors to build and maintain links between families and schools.
- Funds to assist with transporting students to school, providing opportunities to build relationships with families and decrease the number of un-notified student absences, for example formal family days each term and daily community visits are key mechanisms used by

Millner Primary School to families and continue the culture of schooling within the community.

- Programs to re-engage students and families with schools, such as those initiated in Tennant Creek that focus on transition points between the phases of learning and school to work and further education. The school has reported that through this work the strengthening of the senior years program has led to an increased number of students completing their studies and going on to gainful employment or further study.

A focus on engaging with families and communities continued to impact positively across schools supported under EUS with steady attendance and increased retention of students in the primary and middle years. Schools supported under EUS have also shown signs of improved student progress against the NTCF in Maths and English (refer section 1).

Regional initiatives

Complementing school level reforms under this national partnership, funds have been made available for targeted initiatives to improve **student attendance and engagement** and enhance **family and community engagement**. Resourcing has been used across regions to deliver locally determined initiatives that are responsive to region and school specific challenges, including:

- Sharing what works: facilitating forums for students, staff and community members and experts to share and celebrate successful, evidence based practice and to collaborate on solutions for ongoing challenges. For example schools in the Arnhem region facilitated cross school workshops on specific English language learning approaches to explore how to use the Australian Curriculum.
- Involving the community: encouraging families and the community to become involved with school through workshops, community forums and events such as the 'Turn it Up' Katherine Schools Performing Arts event, and visits by the Bell Shakespeare Company to Alekarenge, Elliott and Canteen Creek schools.
- Enhancing school partnerships:
 - remote primary schools, Katherine School of the Air and the Katherine regional office have been working together to expand education opportunities in remote localities. This effort is reported to be having a positive impact on student attendance, wellbeing and engagement in schooling.
 - Schools across the Barkly region have language and culture programs in place, such as the Longreach project at Elliot School combining 'Western' and Indigenous knowledge across a range of curriculum areas.
- Expanding services: providing homework centres, nutrition programs, playgroups and other services that encourage school attendance and engagement and provide mechanisms to connect and build relationships with families. For example:
 - Manunda Terrace Primary School has continued to promote strong connections with the school community to improve student attendance and engagement. The Homework Centre, rewards for regular attendance and other engagement programs delivered in partnership with local community groups are having a positive impact with over half of targeted students improving their attendance by an average of 17.5%.
 - In the Alice Springs region the KiTES program has been operating to engage highly mobile students in learning whilst they are outside of their home community. In 2012, 158 students, originating from 33 different communities across Alice Springs were supported through the program to access education, health and wellbeing services. The KiTES unit offers curriculum delivery focussed on building students' numeracy and literacy skills and aligned with teaching and learning programs in the students' home community schools
 - Mäpuru Christian School has a nutrition program based on traditional methods of hunting and gathering. The program is facilitated by community elders and the school

reports that students thrive on the responsibility and benefit from the improved nutrition.

- Gäwa Christian School has healthy morning tea and lunch for students provided by local community members. Community responsibility and ownership is a key element of this strategy.
- Tiwi College and Yipirinya School have continued the Honey Ant Reader Project to enhance literacy and student's confidence and self-esteem.

In the Independent schools sector, the key successes of the **Principals and Communities in Partnership Leading Whole School Reform** initiative continued to be the very strong links between communities and families with schools. These strong relationships play a key role in informing the education and wellbeing programs provided for students. For example, Kormilda College and Yirara College have employed community liaison staff to travel to communities from which their students come to work with members on issues relating to the educational and wellbeing requirements of the students. These staff have also assisted families and community members to travel to the colleges for interaction with staff and students. Tiwi College continued its regular meetings with the Tiwi Education Board, the Tiwi Land Council and communities to ensure strong connections in the education and development of young people in the "Tiwi Way". Nyangatjatjara College implemented an iPad survey for parents and community members, which included training on how to use the tool, resulting in a significant response from parents and families. This data was used to inform school planning for the future.

Strengthening leadership

In the government schools sector, school leaders continued to be supported in the administration of devolved school resources through regional **Business Support Consultants**. Flexible support, including training for school administration staff and assistance with financial acquittals and other financial reporting obligations, enabled principals to focus on their role as instructional leaders, while still meeting their financial, human resource and other corporate responsibilities. In 2012 support provided included workshops and other targeted training for school leaders inclusive of business managers, principals, assistant principals and senior teachers. Attendance for professional development workshops has increased throughout the year with positive feedback received. Through effective monthly monitoring of financial data and onsite assistance many schools are now in a positive financial position with school budgets in place that are aligned to both strategic and annual operational plans. Principals are now more aware of their financial responsibilities and have a greater financial understanding and accountability and school councils have a greater understanding of the information being presented to them.

Work to embed coaching in regional practices to sustain a culture of learning continues through on-site coaching for principals and the ongoing school review process that is used to identify strengths and weaknesses. The focus of this work in the Darwin and Katherine regions has been on support and coaching in relation to school improvement and leadership requirements to enhance performance. In the Arnhem region, staff who completed the Guiding Circles training program and Cognitive Coaching are now undertaking coaching, mentoring and capacity building within their schools.

The Centre for School Leadership, Learning and Development (the Centre) continued to focus on delivering a range of capacity building programs to better prepare school leaders to meet the needs of students in complex and remote and very remote communities. Through programs supported through this national partnership, such as the **Preparation for School Leadership (PSL)** program and the **Literacy and Numeracy Leadership Program** the Centre is working to increase the range of staff within the government schools system that have the knowledge and skills to support improved student outcomes in these challenging contexts (refer showcase in section 2).

Also in the government sector, building the capacity of local Indigenous community members to participate in school governance processes has seen the Northern Territory work in partnership with the Council of Government School Organisations (COGSO) to develop school council governance training resources including **innovative and locally-tailored models of school governance training** that include a focus on greater engagement between schools and Indigenous community members. A total of 23 local Indigenous community members participated, along with school principals, in three

school governance training workshops delivered in collaboration with COGSO. A number of the participants have since provided governance training in their communities.

In addition to the governance training workshops, regional governance training has been delivered to 22 Indigenous community members in seven very remote communities. Other site specific school governance training has been delivered to eight very remote school sites with 69 Indigenous community members participating.

Rewarding success

To reward schools for achievements contributing to reform under this national partnership, the cross-sectoral **School Improvement Awards** were presented to four schools in 2012:

- Woolianna School was recognised for improvement in NAPLAN.
- Ngukurr School was recognised for improvement in staff retention.
- Epenarra School was recognised for improvement in performance and participation against the curriculum
- Murrupurtiyanuwu Catholic Primary School was recognised for improvement in student enrolment and attendance.

Winning schools received \$15 000 each with most schools directing this funding back into the categories for which they won the award.

Support for teachers of multi-lingual learners

The Accredited **Graduate Certificate in Education (Teachers of English to Speakers of Other Languages (TESOL) for Indigenous Learners)** was developed in partnership with Charles Darwin University in 2010 under the SSNP. Unit one of the course, comprising five days of workshops, was delivered to a fifth and sixth cohort of teachers in 2012, bringing the total number of teachers who have engaged with the course to 212, with delivery to teachers working with Indigenous English as an Additional Language/Dialect (EAL/D) learners in 94 sites across the Northern Territory. Access to quality accredited training and professional support means teachers are better equipped to support EAL/D learners:

‘The sharing between learned colleagues has helped me so much and I now feel equipped to return to school and put in place fantastic ESL Pedagogy’

Teacher, Borroloola School

‘Throughout my working life in the Northern Territory I have had students in my class for whom English was not their first language. Time and experience have taught me many ways to engage with these students. However, this course has shown me the theory behind the practice, challenged some of my practices and also affirmed some of my practices’

Teacher of 25+ years of experience in remote Indigenous education

The large number of teachers who have volunteered to do this course in their stand-down/recreation leave time reflects the need and success of the delivered program. Teachers who completed previous courses volunteered their time to share their learning and stories of how the course expanded their suite of strategies and understandings of teaching EAL/D learners. Stories of how their schools were transformed have been documented for future use.

Student wellbeing

Schools continued to receive services from the **Wrap Support Team** to maximise student learning through the creation of positive school environments. Government and non-government schools accessed a range of programs with an emphasis on coordinated support for at risk students through building resilience and promoting role models.

Training sessions for the **School Wide Positive Behaviour Support (SWPBS)** framework were held across the Northern Territory including in Alice Springs, Groote Eylandt, Tennant Creek, Katherine, Papunya and Yuendumu. Participants also travelled from Angurugu, Alyangula, Numbulwar, Mamaruni, Nhulunbuy and Alekareng. SWPBS is a key component of student wellbeing initiatives in

the NT, recognising that improving academic and behaviour outcomes in all school contexts is about ensuring all students, especially those at risk, have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible.

In the Independent school sector, a strong feature of reform activity is the **program for pre-school aged children and their family members** at Gäwa Christian School through a community play group. The program continues to be led by Indigenous community members and provides a positive introduction to school behaviours, routines and hygiene for youngsters in the Gäwa community. Examples of other **pastoral care and support services** in place across Independent Schools include: the Strong young men and strong young women programs at Nyangatjatjara College and the Clontarf Programs in place at Kormilda and Yirrara Colleges. Increasing student self-awareness and self-worth are the key successes that have developed from these programs.

Using data to inform teaching and learning

Work has been undertaken to improve diagnostic and data systems to enhance the availability and use of data in schools, with a particular focus on providing easy access to quality information to inform teaching programs for Indigenous students in the early, primary and middle years.

- The **Student Achievement Information System (SAIS)** was made available to all schools and all sectors enabling teachers to access and input data for monitoring purposes. Reports are currently being constructed to enable teachers the ability to analyse the data entered and online support and professional learning to enable teachers to access this tool is being completed.
- The **Assessment of Student Competencies (ASC)** is an on-entry screening assessment that enables the identification of students who may be at risk and who may require early intervention. In 2012, Menzies School of Health Research undertook a review of the competencies and resources that teachers will address in 2013. Initial findings from analysis have been shared and an independent validation will now be undertaken.
- In partnership with ACER an online Year 1 assessment, with a focus on literacy and numeracy, was piloted in thirty schools (including 10 remote and very remote schools). Data from this testing is currently being collated to enable reporting of results.
- Other diagnostic online assessments have also been made available to schools such as **On Demand** and **e-asTTle**, and schools have trialled both with success.

Innovative delivery

Innovative and flexible program delivery is a key element of reforms to enhance outcomes for students in remote and very remote locations where face-to-face support is limited. The **Virtual Schooling (Ready to Run)** project is trialling the use of digital Design and Technology Stage 1 and 2 courses with remote and very remote students through the Northern Territory Open Education Centre, Gunbalanya School, Yuendumu School and Katherine High School. A Stage 1 Personal Learning Plan course has also been developed and is almost complete for delivery to senior years students. Courses are accredited to contribute towards attainment of the Northern Territory Certificate of Education and Training (NTCET) and are designed to integrate with other initiatives.

In the Independent schools sector, Tiwi College is continuing to offer **schooling on a more flexible basis** to cater for students who travel from communities across the Tiwi Islands to board during the school week. Students commence school mid-morning on the Monday and finish school an hour early on Friday to allow for transport from and to their homes. The Tiwi College model of having students board in group homes Monday to Friday and going home for the weekend aims to maximise attendance while maintaining important family connections. Nyangatjatajara College has a similar program with students being transported to and from the college when they are in residence. Both of these sites have also implemented changes to school term dates to maximise student attendance.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2012

In 2012, 12797 students, representing 76.5% of student enrolments in schools eligible under the *Low Socio-Economic Status School Communities National Partnership* were Indigenous students. To this end, all initiatives provide targeted support to Aboriginal and Torres Strait Islander students.

Support for community engagement has assisted with progress towards the completion of School-Community Partnership Agreements in 55 Aboriginal and Torres Strait Islander Education Action Plan focus schools. Identified as key to the improvement of Indigenous student outcomes, the agreements focus on school readiness, student attendance and partnerships between schools, communities and families.

Sustainability

The multi-layered approach to implementation of reform under the *Low Socio-Economic Status Communities 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 is the strengthening of community engagement in education and enhancing the participation of local community members in the delivery of education and school governance processes. Strong community engagement underpins all initiatives under the SSNP with the aim of ensuring the design and delivery of services is consistent with the education aspirations of the local community.

Showcase / Exemplary Activities – 1 January to 31 December 2012

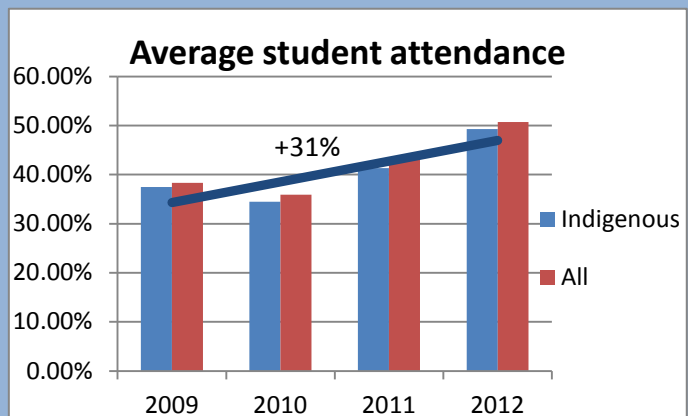


Remote Whole School Reform – Maningrida School

Maningrida School is situated in the Maningrida Community which is located in Northern Arnhem Land approximately 550km east of Darwin. The schools ICSEA value is 596 and caters for students in years preschool to year 12. There are approximately 593 students enrolled in the school with 96.5% identified as Indigenous.

Maningrida School is participating in the Remote Whole School Reform (RWSR) initiative funded under the *Low Socio-Economic Status Communities National Partnership* and the *Closing the Gap in the Northern Territory National Partnership*.

Ensuring every child attends every day remains a pivotal component for improved educational outcomes for the school and educating students and parents remains a high priority. The cultural advisor remains a key factor in delivering this message in the community. Additionally, curriculum support programs, funded through RWSR, offer further incentives for students to attend and engage with school. The integrated effort of the cultural advisor and curriculum support programs has seen average student attendance at the school increase.



The average attendance rate of Indigenous students has improved from 37.5% in 2009 to 49.3% in 2012.

Another focus of the school is providing pathways that assist students with the transition from school to employment. RSWR contributes to VET courses offered by the school in Hospitality, Conservation & Land Management and Business. In 2012, nine middle school students and five senior students completed certificates. A further 17 students completed Construction White Card training and First Aid Certificates.



Remote Whole School Reform – Murrupurtiyanuwu Catholic Primary School

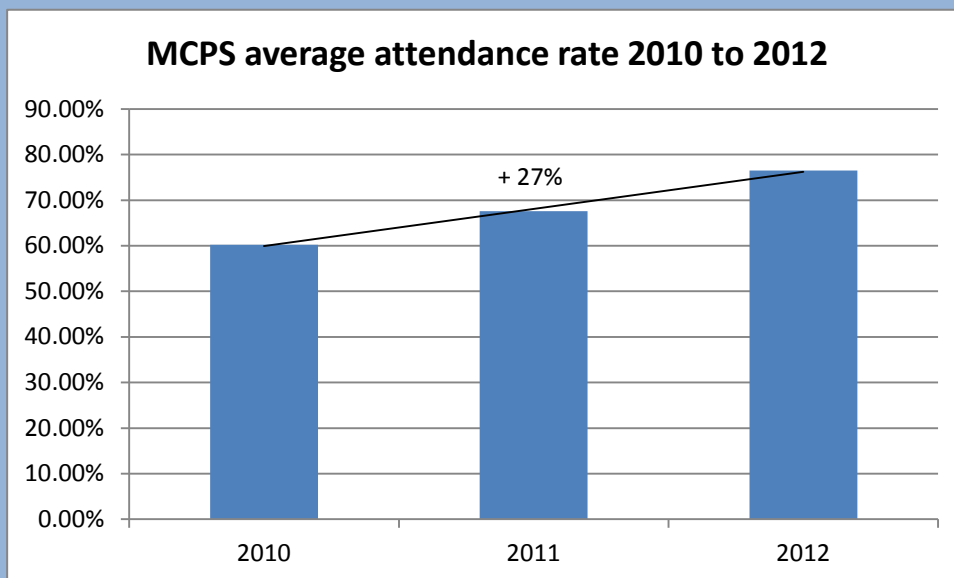
Murrupurtiyanuwu Catholic Primary School (MCPS) caters for students from preschool to Year 6. The school's ICSEA value is 584. The school has approximately 200 students with 99% identified as Indigenous. The school is situated in Nguuu (Bathurst Island) which is one of two islands that collectively form the Tiwi Islands. MCPS is part of the RSWR initiative under *Low Socio-Economic Status Communities National Partnership* and the *Closing the Gap in the Northern Territory National Partnership* which aim to develop innovative solutions to remote Indigenous education.



Year 3 students had excellent attendance and were given a set of Bali board shorts and shirts as their reward

Through this initiative, improving enrolment and attendance is a continued area of focus for the school. RWSR funding has allowed for the recruitment of a Home Liaison Officer to target students with poor or non-attendance. The officer works with students and parents to discuss the importance of attending school every day. To further engage students, an incentive program was developed to reward those students with high attendance rates. Evidence demonstrates that strategies are working in this area with significant increases in whole school attendance rates.

While improving enrolment and attendance is a high priority, teaching and learning also remains a continual focus for the school. SSNP funding has provided opportunities to implement whole school approaches to literacy and numeracy, teaching, learning and assessment, through a number of strategies such as Count Me In Too, Ready to Learn, and PM Benchmarks. These programs and tools have assisted in providing targeted teachings in areas that were identified by the school and aim to provide students with the best possible gains in literacy and numeracy.



Engaging Urban Students - Bradshaw Primary School



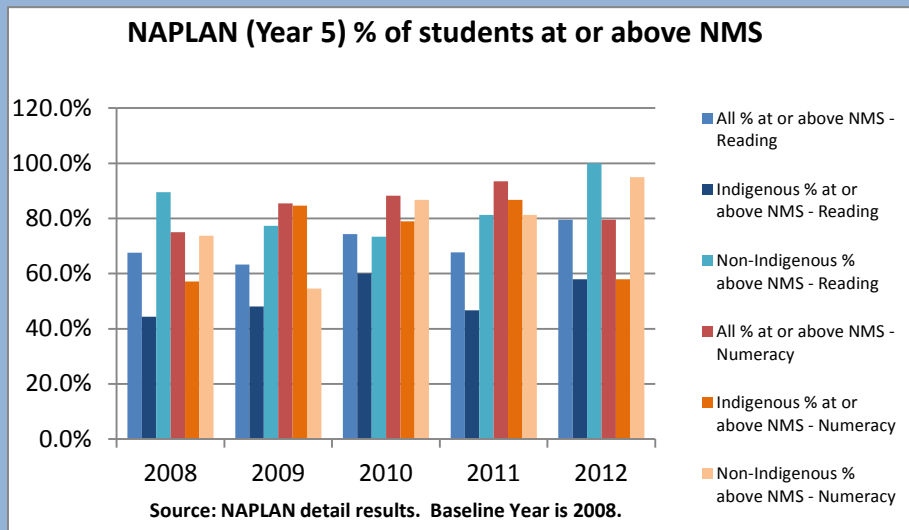
Bradshaw Primary School is located in the central western suburbs of Alice Springs, at the foot of the MacDonnell Ranges. The school has an ICSEA value of 809 and caters for approximately 430 students in preschool to year 6. The school has a student cohort that includes 45% Indigenous students who live in town camps.

The school participates in the Engaging Urban Students (EUS) initiative funded under the *Low Socio-Economic Status Communities National Partnership* and the *Closing the Gap in the Northern Territory National Partnership*. This effort is helping to improve literacy and numeracy learning, home-school partnerships, enrolment, attendance and student well-being as enablers of student readiness to learn.

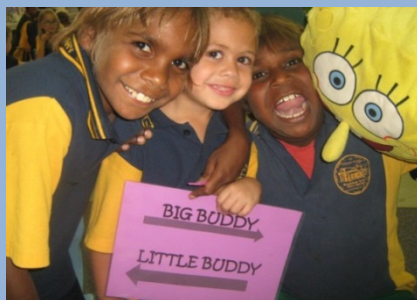
The school offers a range of intervention programs including phonological awareness, QuickSmart® literacy and QuickSmart® numeracy and the Gateways Oral Language program. The school's Irrkerlantye Indigenous Support Program also has a positive impact on attendance and academic success through the wrap-around services it provides, for example, bus services for pick-up and drop-off, showers, provision of uniforms, breakfast, recess and lunches, medical intervention and medical appointments with Central Australian Aboriginal Congress and NT Hearing. Support staff and teachers work closely together to provide the best educational opportunities for their education.

Recent perception surveys of staff, students and parents were overwhelmingly positive and the school was a regional finalist in the inaugural Smart Schools Award for excellence in improvement in numeracy and literacy outcomes.

Bradshaw Primary NAPLAN results have seen continued improvement since 2008, with increases in the majority of test domains for both Year 3 and Year 5 students. Year 5 reading in particular has consistently improved since 2008, with increasing percentages of student at or above the national minimum standard every year.



Bradshaw Primary School is still on the journey to improving educational outcomes for its students, but through specialised assistance in literacy and numeracy and a targeted approach to improve attendance rates the school is focused on making improvement gains.



Section 4 – Closing the Gap (Enhancing Education)

2012 Significant Achievements/ Highlights – 1 January to 31 December 2012

Education initiatives under the Enhancing Education Schedule (J) of the *Closing the Gap in the Northern Territory National Partnership* enhanced and extended effort under other SSNPs through supporting quality teaching and literacy and numeracy outcomes for Indigenous students living in prescribed communities. A total of 93 schools were eligible for support under this partnership during the reporting period. Across these schools, 11219 Indigenous students were enrolled, representing 63.2% of all Indigenous student enrolments in the Northern Territory in 2012. Much of the reform activity under this agreement complements and/or integrates with initiatives under the *Low Socio-Economic Status School Communities National Partnership*.

This national partnership ended on 30 June 2012, however support for Indigenous students in remote communities continues through the *Low Socio-Economic Status School Communities National Partnership* and through reform initiatives that now form part of standard practice within schools and regions. Planning is also underway regarding continuation of the reform agenda to improve outcomes for Indigenous Territorians through the *National Partnership Agreement on Stronger Futures in the Northern Territory*.

Building on previous improvement reported for this group of schools, in 2012, 40% of schools supported under this national partnership showed improved average attendance for Indigenous students, with 20 schools showing gains of over 5% since 2011. Apparent retention of Indigenous students in the primary years has also shown improvement, increasing by 11.5% since 2011 and 26% since 2008.

The Northern Territory education reform agenda extends beyond the desired outcomes of improving student engagement and academic attainment, to the vision that schooling provides students with skills and knowledge to navigate the world around them and becoming active and engaged members of their local communities.

Integrated models of service delivery have been a key element of efforts to increase school participation and employment outcomes for Indigenous students. The Northern Territory's **extended service delivery model** at Strong Start Bright Future sites emphasises the importance of community leadership and partnership, positive early years experiences and lifelong learning. The model was piloted at West Arnhem College (Gunbalanya and Jabiru) from January 2010. It was subsequently rolled out at Shepherdson College (Galiwin'ku); and Ngakwuralangwa College (Angurugu, Umbakumba, Milyakburra and Alyangula), and components were implemented at Yambirra College (Yirrkala and Yirrkala homelands). The model was further extended to include Warlpiri College (Yuendumu, Lajamanu, Willowra and Nyirripi) and Ntaria College (Hermannsburg) in mid-2011, and Maningrida College (Maningrida) and Ngukurr College (Ngukurr) in mid-2012.

Strong progress is being seen at these colleges, with improved community engagement, re-engagement of students, and increased pathways to further employment - all in partnership with the local community and other key stakeholders. The focus on children and families from birth to three years olds through the **Families as First Teachers** program is a key component of the model and results in increased school readiness, leading to improved literacy and numeracy outcomes.

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. A strong focus of 3-9 programs across the colleges has been employment opportunities for local people through the delivery of classes such as drivers licensing, first language, art and culture. Since this model has been rolled out, there has also been a significant increase in the number of students undertaking **VET courses** across the college sites. Increased VET participation rates, certificate completions, structured work placements and school based apprenticeships are positive outcomes, positioning colleges as the means through which young people can enter into job and career pathways.

The **governance and leadership structures** of the colleges are supported by senior cultural advisors who provide advice and guidance to both staff and community and help ensure that community

members are consulted and programs are culturally appropriate. At West Arnhem College, a **co-leadership model** at Gunbalanya School sees a strong Indigenous school principal from the local area working alongside a non-Indigenous co-principal. Another example of **authentic community governance** within the context of the local setting can be seen in the three tiered governance framework at Ngakwurralangwa College (see showcase in this section).

Through the development of partnerships with local community, business and industry as well as other government agencies, sustainability is a key focus of this model. As part an evaluation partnership with **Menzies School of Health Research**, key findings and recommendations from an evaluation of the extended service delivery model were presented in July 2012. Recommendations and community data presented by Menzies were considered as part of a college planning day held in late 2012. Most recommendations have been adopted and are being implemented to enhance the effective ongoing operation of colleges and support the next stages of the program roll out.

Recruitment of staff in remote locations and housing availability continue to present challenges, especially in new sites. College directors continue to work with their leadership teams and key stakeholders to develop innovative solutions that suit each community.

Child and Family Leaders are working in the Ngukurr, Gunbalanya, Yuendumu, Groote Eylandt, Maningrida, Galiwinku and Ntaria extended service delivery college locations. The work of Child and Family Leaders has supported a shared understanding of the importance of the early years, a shared understanding of the services' roles, resources and potential for improvements. Locally new governance structures and processes for decision making in relation to early childhood services have developed and strengthened. There has been agreement in several locations to increased collaboration, planning and sharing of resources. In several locations there has also been an increase in the number of local Indigenous people employed in early childhood service delivery including school-based staff. The work of Child and Family Leaders and the continuation of the college model have been retained as priorities in the implementation of the Schooling Implementation Plan under the *Stronger Futures in the Northern Territory National Partnership*.

The importance of sustainable programs and services for early learners in remote communities, including development of quality local early childhood staff, is also being recognised through the **Building the Remote Early Childhood Workforce** pilot program. The pilot involved four communities – Yuendumu, Gunbalanya, Maningrida and Ngukurr with trainer/educators recruited to all locations. In 2012, 58 students studied across the four locations, 10 of these being school enrolled students. Key successes of the training project have stemmed from the strong relationship developed between the trainers and individual students. Students have been retained in the courses at a rate of 74% which is significantly higher than comparable courses in these locations. Students are able to progress at their own pace towards completing the certificates. At the end of 2012, 11 students had completed a Certificate I level qualification in Community Services/Children's Services, and most of these students will continue with study towards the Certificate III qualifications and achieve or maintain employment outcomes in 2013. This project will continue in 2013 through support for early childhood service development in the locations and some contribution through vocational education and training funding streams.

Flexible and innovative remote delivery arrangements are essential to maximising student engagement and outcomes at all stages of schooling. The **Interactive Distance Learning Pilot** provided technology solutions and teacher professional learning and support to enhance the delivery of government education services to students in small homeland sites. The online platform, piloted at Maningrida and Yirrkala schools, allows for lessons to be broadcast from one school and accessed by all other sites within a homeland school's hub. Innovative technologies, such as iPads and gaming consoles with educational games, have been utilised to support student learning as part of this project. Teacher turnover has been a significant challenge to achieving outcomes through this project and as a result training is now being targeted at local assistant teachers. Teachers and assistant teachers have accessed face-to-face, telephone and online training in the use of technology and effective pedagogy for the online environment. This project is now self-sustaining with a professional learning community and resource bank established.

The **VET in the Middle** program continued to provide opportunities for remote government schools to deliver flexible pathways for students in the middle years. In 2012, 179 middle school students were enrolled in VET courses across remote schools. These students were undertaking training in a range of qualifications, ranging from Community Services to Hospitality and Rural Operations and Engineering, designed to meet community aspirations and utilise the local environment and resources. Partnerships with local industry are a key element of the program.

Strong partnerships with industry are essential to building longer term opportunities and pathways for remote Indigenous students beyond schooling. Industry Engagement Officers are now in place with a focus on work in larger remote schools. Partnerships have been developed with a large scale businesses and government departments to embed training into the school curriculum, provide work experience opportunities and ultimately to provide post-education employment opportunities for students completing schooling. In this period over 1000 structured work placements (a 12% increase from 2011) occurred across the Northern Territory, including three students from Borroloola School who successfully undertook a period of work placement with Xsrata Zinc MRM Mine.

Building on the attainment of students in middle and senior years, the **Senior Years Leadership and Pathways** pilot program has enabled students enrolled in NTCET courses from remote schools to access an expanded range of subjects written by their teachers specifically for their context and with future options in mind. In 2012, eight students living in remote communities gained an NTCET in their own schools with face-to-face support from their teachers. An additional 15 students from remote communities gained an NTCET through the Northern Territory Open Education Centre.

Fifty-two schools supported under this national partnership completed the **Keeping Safe Child Protection Curriculum** training. The curriculum focuses on the right to be safe, respectful relationships, recognising and reporting abuse and protective strategies for children. Delivery of train the trainer courses was a feature of this initiative to ensure trained staff are accessible in more remote locations and in individual schools. Access to the Keeping Safe Child Protection Curriculum is now available on demand.

Addressing the impacts on learning from conductive hearing loss, **Conductive Hearing Coordination** efforts provide support for cohorts of students with hearing loss, the majority of which are Indigenous students living in remote locations. As part of this initiative, **professional development on classroom acoustics** was facilitated for over 40 participants from a range of government and non-government schools. Participants learnt more about how poor classroom acoustics affect student and teacher performance and how classroom acoustics can be measured and improved. The **Maningrida Hearing Program for Primary Schools** was also developed. The program provides ways for schools to improve understandings of the link between ear health and hearing, including improvements that can be made in the classroom. The program includes short classroom activities designed to be delivered as part of a week-long focus on ear health during the school year. Support for students with hearing and other learning difficulties remains a priority in the implementation of the Schooling Implementation Plan under the *Stronger Futures in the Northern Territory National Partnership*.

Strengthening school capacity to lead localised reform is a key focus in the context of the Northern Territory, and *Closing the Gap in the Northern Territory National Partnership* supplements the support provided to school leaders under SSNP. Coaching and mentoring approaches are being embedded across all levels to empower leaders and teachers to identify, build and deliver site based solutions.

Coaching components form part of a range of leadership programs offered through the Centre for School Leadership, Learning and Development (the Centre) - this includes the participants being coached and learning necessary coaching skills so that they can coach others. The Centre also offers **dedicated coaching programs** which enhance leadership in schools across the Territory and create a pool of professional coaches able to support learning for participants across a range of the Centre's courses.

In the Catholic Education sector, a total of six professional development workshops based on the **ACEL Leadership Framework** were delivered to leadership teams from Catholic schools and sector staff supporting Indigenous Catholic schools. Participants included Indigenous leadership from each of

the Indigenous Catholic schools. These courses focused on leadership development as teams, as well as individual capacity building to develop and leverage relationships within school communities, and have supported the sector to build a broader platform of on-going expertise within the system.

In the Independent schools sector, national partnership funds have been used to support appropriate **professional learning for staff in complex and remote school communities** – a critical element of retaining quality teachers in these contexts. A key benefit of this initiative has been the opportunity for all staff to engage in professional learning together, either on-site or in Darwin, thus developing common understandings and shared language around key areas such as: cross-cultural matters and the accelerated literacy program. These professional learning opportunities have increased the ability of teachers and leaders to work closely with colleagues across the Independent sector as well as across sectors and jurisdictions, enabling strong networks to evolve.

In the government schools sector, **Teaching Multi-Lingual Learners (TML) officers** have provided targeted coaching support to assist teachers and school leaders to deliver effective teaching and learning to Indigenous English as Additional Language/Dialect (EAL/D) learners. The focus of these positions has been determined by regional priorities and has included:

- Supporting the use of appropriate pedagogy to enable EAL/D learners to access the Australian Curriculum, including support for teachers to use the Australian Curriculum, Assessment and Reporting Authority (ACARA) EALD resource materials and adapting materials to include cultural and language considerations for EAL/D Learners
- Mentoring middle years, homelands and specialist teachers (Science, ESL, ESL for ILSS) in designing and implementing age appropriate and data informed programs
- supporting management in designing and implementing school policies to cater for needs of EAL/D learners including assessment and moderation practices.

Support for the delivery of effective teaching to EAL/D students remains a priority in the implementation of the Schooling Implementation Plan under the *Stronger Futures in the Northern Territory National Partnership*.

In 2012, regionally based **Literacy and Numeracy Coaches** provided support, training and facilitation of site-specific evidence based literacy and numeracy approaches to better support Indigenous students. The focus of these positions has been determined by regional priorities and has included:

- Working collaboratively, especially with small schools to develop whole school curriculum plans using Curriculum in the Classroom materials (C2C).
- Supporting schools to undertake assessment and reporting including use of the T-9 Diagnostic Net, Assessment of Student Competencies (ASC), moderation and use of the Student Achievement Information System (SAIS).
- Developing and facilitating regional professional learning workshops and teacher networks to build positive collegial relationships and enable the sharing and dissemination of information – an important mechanism for support teachers working in remote and isolated contexts.
- Mentoring and support for schools to integrate literacy and numeracy outcomes into science and VET programs.

Place based literacy and numeracy support remains a priority in the implementation of the Schooling Implementation Plan under the *Stronger Futures in the Northern Territory National Partnership*.

In the Catholic education sector, the **ICCS Specialist Support Team** provided school based coaching and mentoring in areas of need identified by the five remote community schools. Education consultants with expertise in literacy, numeracy, curriculum, learning design and special needs provided extensive on-site professional development and classroom mentoring support to the remote community teaching workforce. The support provided by special needs staff with expertise in educational adjustment plans, social emotional and behaviour needs, and para-professional health specialists was particularly valued by schools. An outcome of this increased focus has been significantly better identification of students within the remote community schools that have special

education needs and a consequent rise in level of students identified for funding purposes.

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, and in 2012 over 70 remote school staff completed education related qualifications. A key element of this initiative is providing regionally based support to Assistant Teachers and other Indigenous staff to progress educational pathways, including the completion of accredited qualifications (refer section 2). A feature of this initiative is regional support to encourage staff to enrol in VET and higher education studies and facilitate access to mentoring, coaching and other assistance to successfully complete qualifications. This work remains a priority in the implementation of the Schooling Implementation Plan under the *Stronger Futures in the Northern Territory National Partnership*.

Also based in regions, **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 government education. Managers of Indigenous Education play a key role in supporting the Community Engagement team to develop School-Community Partnership Agreements across Aboriginal and Torres Strait Islander Education Action Plan focus schools as well as supporting other regional initiatives, such as Indigenous parent groups, including the Kalano parent group in the Katherine Region, and wellbeing and engagement initiatives, including the Targeting Health, Improving Engagement Project in Alice Springs.

In the Catholic education sector, the **Growing Our Own** initiative supported the development of a local workforce, with a second cohort of students, including both pre-service and in-service students, proceeding with studies. A key aspect of this program is the two way learning element in which Indigenous staff, while on their journey to becoming fully qualified teachers, are also responsible for the training of their non-Indigenous mentor teacher in understanding and appreciating the local Indigenous culture. Through the program, in October 2012, three in-service students at Wadeye completed academic requirements for the upgrade of qualifications to the Bachelor of Teaching and Learning (refer showcase in section 2).

Support for Targeted Students/Schools – 1 January to 31 December 2012

All activities under the *Closing the Gap in the Northern Territory National Partnership* enhanced reform initiatives underway through the SSNP to provide support for Aboriginal and Torres Strait Islander Peoples. This national partnership provided resourcing that allowed for a focus on the specific needs of this student cohort through a range of initiatives including:

- Conductive Hearing Coordination efforts to provide support for cohorts of students with hearing loss, the majority of which are Indigenous students living in remote locations.
- System, regional and school initiatives to support teachers and school leaders to deliver effective teaching and learning to Indigenous EAL/D learners, including direct support from TML Officers and Literacy and Numeracy Coaches and access to quality accredited training and professional support.
- Improved pathways for students through increased and innovative curriculum offerings, including interactive distance learning, increased access to VET through dedicated trainers, VET options for middle years students and partnerships with industry.
- Increased engagement with communities through extended service delivery models, Community Partnership Agreements and capacity building and employment opportunities for local Indigenous people.

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.

This component of the national partnership ended on 30 June 2012, however support for Indigenous students in remote communities continues through the *Low Socio-Economic Status School Communities National Partnership* and through reform initiatives that now form part of standard practice within schools and regions. Building on successful initiatives that formed part of the *Closing the Gap in the Northern Territory National Partnership* is a key consideration in the design and delivery of reforms through the *National Partnership Agreement on Stronger Futures in the Northern Territory*.

Showcase / Exemplary Activities – 1 January to 31 December 2012

Remote Whole School Reform - Ngukurr School



Ngukurr School is situated in the Indigenous community of Ngukurr 330km southeast of Katherine, with an ICSEA value of 575. As an extended service delivery site, the school takes an integrated approach to education for students from the early years through to secondary, including Vocational Education and Training (VET) programs for middle and senior years students. 100% of the 293 students currently enrolled in the school are Indigenous, English-Additional-Dialect/Language learners. The school is part of the Remote Whole School Reform (RWSR) initiative under the *Low Socio-Economic Status Communities National Partnership* and the *Closing the Gap in the Northern*

Territory National Partnership.

In 2011, the school established a horsemanship program aiming to increase student attendance and engagement through the provision of VET. The impetus for the program was a community desire for a local and sustainable training model, identified through consultations with groups such as Yugul Mangi Aboriginal Corporation and Roper Gulf Shire. The program continued in 2012 and the school purchased twenty-five horses and riding equipment, built the infrastructure and, through national partnership funding employed two onsite VET trainers (Rural Operations and Engineering). This helps to deliver training and contextualized learning in numeracy and literacy by working together with senior years teachers and VET trainers.



Formal VET training began in Semester One 2012 and offers Certificate I Rural Operations, Engineering and Certificate II Rural Operations. In 2012, nine middle year students and 11 senior year students attained Certificate I Rural Operations. In addition, four students are now enrolled in a traineeship with a full employment on offer at completion and two students have commenced full time employment.

The school has also participated in the Building the Remote Early Childhood Workforce pilot program which supports local community members and students who want to engage in employment opportunities in the early childhood field. The pilot enables the local onsite delivery of certificate courses in both Community and Children Services. In 2012, two students completed Certificate I in Children Services.

Pre-VET Program – Warlpiri-patu kurlangu Jaru College

Warlpiri-patu kurlangu Jaru College comprises Yuendumu, Lajamanu, Willowra and Nyirripi schools. Each of the schools has between 98% and 100% Indigenous enrolment. As an extended service delivery site, the college has a focus on supporting students and families from early childhood through to post school pathways, including vocational education and training (VET) programs for middle and senior years students.

The college has employed trainers to deliver VET in schools as part of the school curriculum in the larger communities of Yuendumu and Lajamanu.

In Term 2 2012, the college established a mobile pre-VET program to service the smaller communities of Willowra and Nyirripi. The communities are 350km and 450km from Alice Springs respectively and accessible only by four wheel drive. The program was delivered by a trained secondary teacher and supported by a Certificate IV qualified builder based from an off-road builder trailer and camper.

The program aims to provide students with an opportunity to experience VET and engage them in schooling and, as they develop their skills and enter middle and senior years, they can be engaged in certified VET courses. The pre-VET program is designed to engage students delivering programs in:

- Welding and metal work
- Woodwork
- Mechanics and small engine work
- Cooking and food science
- Art, craft and pottery
- Textiles and sewing
- Photography and multimedia



Over the 17 weeks that the program was run, students aged from 4 to 15 years were exposed to a wide range of learning opportunities which were a completely new experience for many. Some of the activities that were run include welding metal sculptures, cooking healthy lunches and learning about hygiene practices in food preparation, sewing and tie dyeing, basic home maintenance, carving wooden mirror frames and desk tidies, and developing a multi-media film which the students presented to their families at the final school assembly. Overall, attendance at Willowra has increased from 42% in 2010 to 52% in 2011 and 57% in 2012. Attendance is trending up at Nyirripi, increasing from 45% in 2010 to 54% in 2011 and 52% in 2012. The program was very well received by students and the communities across both sites and opportunities to expand this model are being explored.



Community Governance – Ngakwurralangwa College

Ngakwurralangwa College comprises Angurugu, Alyarrmandumanja Umbakumba, Milyakburra and Alyangula schools. With the exception of Alyangula Area School which services a mining community, the schools have a high Indigenous cohort of between 95% and 100%. The schools are all located on Groote Eylandt, approximately 600km south east of Darwin and accessible by air. As an extended service delivery site, the college has a focus on supporting students and families from early childhood through to post school pathways. There has been strong community engagement to establish authentic community governance within the context of the local setting, which has seen the development of a three tiered governance framework.

1. Local school councils, responsible for implementation of school plans at each site.
2. The Ngakwurralangwa Advisory Board providing direct community feedback into the direction and visioning of education across Groote Eylandt made up of elected parent representatives.
3. The Anindilyakwa Education and Training Board, the peak education forum bringing together interagency and community partnerships to progress the college agenda. Established under the Groote Eylandt and Bickerton Island Regional Partnership Agreement - it is an unincorporated body with representation from local community, business and industry and the NT and Australian governments.

The Ngakwurralangwa College governance framework has provided strategic direction in the development of key programs under the extended service delivery model. The development and implementation of programs across the college has been driven by a Cultural Director and supported by Indigenous advisors, who have progressed initiatives in consultation with the three tiers of the governance framework, students and local community members and school staff.

This process has seen the establishment of a wide range of initiatives such as: the Mikbamurra Young Mothers Program which provides textile skill development, mentoring and business enterprise development support; a hospitality engagement program for mothers and fathers; VET including construction and manufacturing with pathways to employment through structured work placements and apprenticeships; a range of engagement programs for students and their families such as language and culture classes, music programs, sporting groups and financial literacy classes.

Section 5 – Research and Evaluation

Evaluation of reform under the SSNP takes a multi-layered approach in the Northern Territory. In 2012, at the national level, the Northern Territory is involved in phase 2 of the National Evaluation of SSNP, which has not yet started due to changes in evaluation strategy and delays with appointing consultants.

Building on previous research and evaluation work undertaken in the NT, in 2012 evaluation of the Indigenous education agenda in the Northern Territory was addressed through the Strong Start, Bright Future evaluation, led by Menzies School of Health Research. This longitudinal, participatory model for evaluation looked into the underlying factors contributing to change in five sites undertaking the college model. Key findings and recommendations from an evaluation of the extended service delivery model were presented in July 2012. Recommendations and community data presented by Menzies were considered as part of a college planning day held in late 2012. Most recommendations have been adopted and are being implemented to enhance the effective ongoing operation of colleges and support the next stages of the program roll out.

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 in 2011. In 2012 five priority projects were delivered to address the recommendations of the report which were focussed on speeding up both the growth of students' knowledge and understanding of literacy and numeracy, as well as closing the gap between Indigenous and non-Indigenous student attainment.

Section 6 – Co-investment Report

The Northern Territory Implementation Plan for the Smarter Schools National Partnerships sets out co-investment obligations. The Northern Territory's co-investment for the financial years 2008-09, 2009-10, 2010-11 and 2011-12 is set out below.

Improving Teacher Quality National Partnership

(\$million)	2008-09	2009-10	2010-11	2011-12
State/Territory co-investment amount in Bilateral Agreement/ Implementation Plan	0.030	0.078	0.131	0.122
Actual State/Territory co-investment	0.030	0.078	0.131	0.122

The Northern Territory has met the co-investment obligation for the Improving Teacher Quality National Partnership for each of the financial years 2008-09, 2009-10, 2010-11 and 2011-12.

Low SES School Communities National Partnership

(\$million)	2008-09	2009-10	2010-11	2011-12
State/Territory co-investment amount in Bilateral Agreement/ Implementation Plan	0.526	7.1	9.584	17.531
Actual State/Territory co-investment	0.526	7.1	9.584	17.531

The Northern Territory has met the co-investment obligation for the Low SES School Communities National Partnership for each of the financial years 2008-09, 2009-10, 2010-11 and 2011-12.

Milestones in Annual Report - Achieved 1 January to 31 December 2012

Milestone	Milestone achievement	Reasons for partial achievement and expected future progress
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.	Most schools complete a school annual report in Term One of the school year. Funding sources to schools are many and varied and work is ongoing through regional and system support structures to ensure that school annual reports are completed for each school, and include explicit links to SSNP initiatives.
School improvement plans published for all schools involved in this National Partnership.	Partially achieved.	A majority of schools that receive direct support through the SSNP have progressed the completion and approval (through their local school council and regional office) of their school improvement plan. Plans are published on the Department of Education and Children's Services website as they become available (www.education.nt.gov.au/smarterschools).
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: 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 support delivery of reforms to enhance: o family and community engagement o student attendance and wellbeing o flexible and innovative remote delivery.	Achieved.	

All milestones for Improving Teacher Quality under the Northern Territory’s Implementation Plan for Smarter Schools National Partnerships have been achieved. The following milestones relate to the Implementation Plan for Principal Professional Development in the Northern Territory for the National Partnership Agreement on Improving Teacher Quality.

Principal Professional Development		
Description of Activity	Milestone 2012	Progress against milestone to date
Development of a school review mentoring program that aligns with the National Professional Standards for Principals and the Masters Review, to create high functioning teams that are able to provide appropriate mentoring and support to schools.	School review facilitators to deliver training to 60 school leaders, principals and emerging leaders across all regions.	<p>In 2012, the government schools sector worked with the Queensland Department of Education, Training and Employment (DETE) to scope and develop a school review program relevant to the context and needs of Northern Territory schools. The program is similar to the ACER developed program for Queensland DETE and aligns with the National Professional Standards for Principals and findings in the Northern Territory’s Masters’ Review.</p> <p>Two schools review programs were delivered to 43 participants - 33 high performing principals and 10 school directors across all government school regions. The program supports strong school review processes and school planning.</p> <p>School directors have participated in both school review programs and are providing mentoring and support to principals and school leadership teams to engage in strong school review, planning and implementation processes. Thirty-six school reviews have been conducted on a voluntary basis and in 2013, school reviews will be mandated for all government schools and will be aligned with the renewal of the school's Improvement Plan.</p> <p>The school review process is the focus of the annual School Leaders' Conference to be held in April 2013, which is open to all 154 government school principals and their leadership teams. The Executive Directors and Directors School Performance will deliver the school review training with an emphasis on introducing the framework and ensuring a solid understanding of the matrix.</p> <p>To ensure a greater understanding of the clear expectations of the NT Department of Education and Children's Services in relation to improving the quality of educational services, training workshops will be offered to a broader audience later in 2013. It is expected this will include specialist teachers, regional support staff and business managers.</p>

Section 8 – Performance Indicators for Identified Cohorts

Low SES School Communities NP

Clause 20 of the Low SES School Communities NP Agreement provides for reporting on outcomes for identified cohorts, where possible and appropriate. Identified cohorts include Indigenous students, students with a disability, students with other additional learning needs, students from a non-English speaking background, refugees and homeless students.

			2008 (baseline)					2012						
Description	Year level	Domain	Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± C.I.		Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± C.I.	
Percentage achievement of ALL Students in Low SES Participating Schools	3	Reading	68.1%	0.7%	61.3%	17.2%	233.5	±8.7	78.0%	1.9%	49.0%	25.7%	256.0	±7.8
	5	Reading	70.7%	1.5%	65.3%	9.6%	332.7	±8.0	79.3%	1.7%	68.3%	9.6%	317.3	±8.5
	7	Reading	65.3%	0.3%	50.4%	13.6%	423.4	±8.0	74.5%	1.9%	50.2%	17.5%	417.7	±8.5
	9	Reading	64.0%	0.3%	47.7%	11.3%	484.5	±9.2	70.8%	3.1%	47.7%	15.9%	474.2	±8.6
	3	Numeracy	70.4%	0.6%	45.5%	17.7%	288.7	±5.6	75.7%	2.0%	51.6%	20.3%	262.7	±6.3
	5	Numeracy	72.3%	1.5%	54.1%	23.4%	369.3	±5.0	75.7%	1.8%	61.5%	16.2%	361.8	±5.7
	7	Numeracy	67.9%	0.3%	40.1%	24.9%	457.1	±5.6	71.8%	2.4%	45.1%	27.6%	431.4	±6.7
	9	Numeracy	63.0%	0.3%	42.4%	19.4%	512.1	±7.0	69.5%	3.0%	35.9%	29.7%	507.2	±5.7
			2008 (baseline)					2012						
Description	Year Level	Domain	Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± C.I.		Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± C.I.	
Percentage of achievement of Indigenous Students in Low SES Participating Schools	3	Reading	62.9%	0.4%	74.7%	17.2%	191.8	±8.4	73.7%	1.7%	60.8%	27.1%	219.3	±7.7
	5	Reading	65.1%	1.5%	82.0%	8.5%	290.6	±7.7	75.8%	1.4%	81.9%	8.5%	280.9	±8.5
	7	Reading	57.0%	0.5%	77.3%	12.8%	357.6	±7.9	67.8%	2.1%	68.6%	20.1%	365.5	±8.6
	9	Reading	53.0%	0.5%	78.0%	12.8%	408.2	±9.7	59.9%	4.6%	74.2%	12.7%	407.9	±9.6
	3	Numeracy	65.8%	0.4%	57.7%	18.3%	262.9	±5.5	70.9%	2.2%	63.8%	21.2%	233.2	±6.1
	5	Numeracy	67.1%	1.4%	67.3%	21.9%	346.1	±4.9	71.8%	1.6%	74.5%	15.4%	336.3	±5.3
	7	Numeracy	60.4%	0.5%	61.3%	27.1%	412.0	±4.9	64.6%	2.6%	63.1%	28.7%	389.3	±6.6
	9	Numeracy	52.7%	0.5%	68.8%	22.1%	455.8	±6.5	58.6%	4.7%	56.6%	31.2%	464.1	±5.4
			2008 (baseline)					2012						
Description	Year Level	Domain	Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± C.I.		Participation Rate (%)	Exempt (%)	Band 1	Band 2	Mean Scale Score ± C.I.	
Percentage of achievement of LBOTE Students in Low SES Participating School ¹	3	Reading	64.9%	1.2%	14.9%	14.3%	179.4	±9.2	73.7%	1.9%	60.1%	26.5%	223.7	±8.5
	5	Reading	63.9%	0.6%	6.2%	6.0%	281.5	±9.3	76.0%	1.8%	83.2%	7.2%	278.1	±9.3
	7	Reading	57.4%	0.8%	15.1%	14.8%	348.5	±9.4	69.1%	2.1%	70.1%	18.4%	364.1	±9.9
	9	Reading	48.8%	0.0%	14.4%	14.4%	410.8	±15.5	60.0%	4.2%	74.8%	9.4%	412.5	±11.6
	3	Numeracy	69.1%	1.1%	18.1%	18.0%	254.7	±6.1	70.8%	2.0%	63.7%	20.7%	237.7	±6.7
	5	Numeracy	68.9%	0.6%	19.2%	19.1%	339.3	±6.0	71.7%	2.1%	74.9%	15.0%	337.9	±5.9
	7	Numeracy	60.2%	0.7%	26.7%	26.5%	404.3	±6.1	65.0%	2.6%	62.9%	27.5%	393.7	±7.7
	9	Numeracy	48.8%	0.0%	25.6%	25.4%	462.6	±9.6	57.8%	4.4%	56.1%	27.8%	471.9	±7.2

¹ Due to the change of data source for students' LBOTE status the data in the baseline year has changed since it was last reported.

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 (2012)		
Average attendance ¹	All	2009	71.2%			69.2%		
	Indigenous	2009	65.1%			62.8%		
	Non-Indigenous	2009	90.6%			90.2%		
Proportion of students attending over 80% ²	All	2009	36.2%			37.0%		
	Indigenous	2009	26.5%			26.8%		
	Non-Indigenous	2009	83.3%			80.1%		
Proportion of 'at risk' enrolments ¹	All	2009	6.3%			8.9%		
	Indigenous	2009	8.0%			11.1%		
	Non-Indigenous	2009	0.2%			0.6%		
Average enrolment ¹	All	2008	16,787			16,717		
	Indigenous	2008	12,671			12,797		
	Non-Indigenous	2008	4,116			3,920		
Apparent retention rates ³	Cohort	Baseline	Years T-6	Years 7-9	Years 10-12	Years T-6	Years 7-9	Years 10-12
	All	2008	83.7%	92.0%	55.5%	100.1%	83.6%	44.6%
	Indigenous	2008	86.2%	85.6%	57.8%	104.8%	82.2%	35.4%
	Non-Indigenous	2008	75.8%	109.4%	52.2%	84.1%	87.2%	61.3%
Progress against NT Curriculum Framework (matched students) ⁴	Cohort	Baseline	English	Maths	ESL	English	Maths	ESL
	All	2008-2009	0.52	0.50	0.73	0.58	0.54	0.76
	Indigenous	2008-2009	0.50	0.50	0.73	0.57	0.53	0.76
	Non-Indigenous	2008-2009	0.52	0.52	0.79	0.60	0.54	0.89

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. Due to the change of data source and business rules the data in the baseline year cannot be compared to 2012 data.

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 2 of the first year and Term 2 of the second year at the same school. Non-government schools are not included. The NTCF is transitioning to the Australian Curriculum Framework. In Semester 2 2012, students were assessed against the Australian Curriculum for English and Maths. For all other learning area, students were assessed against the NT Curriculum Framework. For consistency, assessments against the NTCF were used with a change to Semester 1, this change means that the baseline year has been amended to report gain from Term 2 to allow comparison with results in 2012.

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	2012	2008	2012	2008	2012	2008	2012	2008	2012	2008 ¹	2012
NAPLAN MSS	All	233.5	256.0	288.7	262.7	332.7	317.3	369.3	361.8	423.4	417.7	460.0	431.4
	Indigenous	191.8	219.3	262.9	233.2	290.6	280.9	346.1	336.3	357.6	365.5	416.2	389.3
Number of students at or above NMS	All	340	496	498	453	301	327	412	381	468	451	600	476.0
	Indigenous	167	289	295	252	111	146	217	198	132	191	252	213
% students at or above NMS	All	38.0%	49.2%	53.9%	46.4%	33.1%	30.0%	44.3%	36.7%	49.3%	47.9%	60.9%	52.5%
	Indigenous	24.8%	37.5%	41.9%	34.1%	16.5%	16.7%	31.3%	24.0%	22.1%	29.3%	39.9%	34.3%
Students above NMS	# Non-Indigenous	135	157	168	160	160	150	130	142	283	226	273	191
	% Non-Indigenous	61.1%	66.0%	76.4%	67.5%	68.1%	69.1%	55.3%	66.7%	80.2%	77.9%	76.9%	66.8%
Number of students participating in NAPLAN testing	All	894	1009	924	977	908	1089	929	1039	949	942	986	907
	Indigenous	673	771	704	740	673	872	694	826	596	652	631	621
	Non-Indigenous	221	238	220	237	235	217	235	213	353	290	355	286
% students participating in NAPLAN testing	All	68.1%	78.0%	70.4%	75.7%	70.7%	79.3%	72.3%	75.7%	65.3%	74.5%	67.9%	71.8%
	Indigenous	62.9%	73.7%	65.8%	70.9%	65.1%	75.8%	67.1%	71.8%	57.0%	67.8%	60.4%	64.6%
	Non-Indigenous	91.3%	96.4%	90.9%	96.0%	93.6%	97.7%	93.6%	96.4%	86.5%	95.7%	87.0%	94.7%

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

1. Baseline data has been amended to correct an error in the calculation of the Mean Scale Score for Year 7 NAPLAN Numeracy

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 (2012)
Number of 15 – 19 year olds participating in school	All	2008	2,395	2,206
	Indigenous	2008	1 531	1,363
	Non-Indigenous	2008	864	843
Number of 15-19 year olds participating in VET	All	2008	504	579
	Indigenous	2008	323	379
	Non-Indigenous	2008	181	200
Proportion of 15-19 year olds participating in VET	All	2008	22.8%	26%
	Indigenous	2008	23.8%	28%
	Non-Indigenous	2008	21.2%	24%
Number of 15-19 year olds participating in school based apprenticeships	All	2008	11	67
	Indigenous	2008	5	34
	Non-Indigenous	2008	6	33
Number of students completing NTCE	All	2008	208	212
	Indigenous	2008	86	46
	Non-Indigenous	2008	122	166
Number of students aged 15-19 completing at least one VET Unit of Competency	All	2008	498	375
	Indigenous	2008	319	220
	Non-Indigenous	2008	179	155

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

Closing the Gap NP

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

Performance Measure	Cohort	Baseline	Baseline Year			Target Year (2012)		
Average attendance ¹	All	2009	65.9%			63.4%		
	Indigenous	2009	62.5%			59.8%		
	Non-Indigenous	2009	89.0%			87.5%		
Proportion of students attending over 80% ²	All	2009	31.7%			33.1%		
	Indigenous	2009	24.8%			26.5%		
	Non-Indigenous	2009	82.2%			77.5%		
Proportion of 'at risk' enrolments ¹	All	2009	7.9%			11.0%		
	Indigenous	2009	8.9%			12.2%		
	Non-Indigenous	2009	0.4%			1.4%		
Average enrolment ¹	All	2008	12,565			12,877		
	Indigenous	2008	10,900			11,219		
	Non-Indigenous	2008	1,664			1,658		
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%	100.4%	74.6%	43.1%
	Indigenous	2008	84.0%	68.6%	64.2%	105.5%	72.5%	38.0%
	Non-Indigenous	2008	68.0%	110.2%	54.6%	68.2%	85.0%	66.7%
Progress against NT Curriculum Framework (matched students) ⁴			English	Maths	ESL	English	Maths	ESL
	All	2008-2009	0.55	0.49	0.73	0.56	0.52	0.75
	Indigenous	2008-2009	0.53	0.49	0.72	0.52	0.51	0.75
	Non-Indigenous	2008-2009	0.56	0.52	1.18	0.59	0.57	1.36

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. Due to the change of data source and business rules the data in the baseline year cannot be compared to 2012 data.

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 2 of the first year and Term 2 of the second year at the same school. Non-Government Schools are not included. The NTCF is transitioning to the Australian Curriculum Framework. In Semester 2 2012, students were assessed against the Australian Curriculum for English and Maths. For all other learning area, students were assessed against the NT Curriculum Framework. For consistency, assessments against the NTCF were used with a change to Semester 1, this change means that the baseline year has been amended to report gain from Term 2 to allow comparison with results in 2012..

Section 9 – Northern Territory Performance Measures

Closing the Gap NP

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

Performance Measure	Cohort	Year 3 Reading		Year 3 Numeracy		Year 5 Reading		Year 5 Numeracy		Year 7 Reading		Year 7 Numeracy	
		2008	2012	2008	2012	2008	2012	2008	2012	2008	2012	2008 ¹	2012
NAPLAN MSS	All	210.5	234.4	271.9	245.2	311.8	294.1	356.6	349.7	379.6	394.0	427.3	411.1
	Indigenous	180.8	210.7	254.4	227.3	280.8	269.4	339.3	331.0	349.1	362.0	408.9	385.8
Number of students at or above NMS	All	221	330	353	297	174	191	265	246	198	290	290	308
	Indigenous	128	239	239	207	76	102	165	153	93	160	182	176
% students at or above NMS	All	30.2%	41.7%	46.0%	38.5%	24.6%	21.7%	36.0%	29.5%	33.2%	40.2%	46.4%	44.7%
	Indigenous	21.1%	34.6%	37.2%	31.0%	12.9%	13.1%	26.7%	20.8%	19.3%	28.0%	35.4%	32.6%
Students above NMS	# Non-Indigenous	75	79	89	77	89	81	72	79	78	104	74	85
	% Non-Indigenous	60.0%	77.5%	71.8%	74.8%	76.1%	78.6%	61.0%	79.8%	69.0%	68.9%	66.7%	57.0%
Number of students participating in NAPLAN testing	All	733	792	767	771	708	882	736	835	596	722	625	689
	Indigenous	608	690	643	668	591	779	618	736	483	571	514	540
	Non-Indigenous	125	102	124	103	117	103	118	99	113	151	111	149
% students participating in NAPLAN testing	All	64.6%	74.8%	67.6%	72.8%	66.5%	76.4%	88.4%	72.4%	57.9%	70.4%	60.7%	67.3%
	Indigenous	61.2%	72.3%	64.7%	70.1%	62.9%	74.3%	65.8%	70.2%	54.1%	66.1%	57.6%	62.5%
	Non-Indigenous	88.7%	97.1%	87.9%	97.2%	93.6%	97.2%	94.4%	94.3%	82.5%	93.8%	81.0%	93.1%

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

2. Baseline data has been amended to correct an error in the calculation of the Mean Scale Score for Year 7 NAPLAN Numeracy

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 (2012)
Number of 15 – 19 year olds participating in school	All	2008	1,360	1,221
	Indigenous	2008	1,098	974
	Non-Indigenous	2008	262	247
Number of 15-19 year olds participating in VET	All	2008	161	385
	Indigenous	2008	137	295
	Non-Indigenous	2008	24	90
Proportion of 15-19 year olds participating in VET	All	2008	11.8%	32%
	Indigenous	2008	12.5%	30%
	Non-Indigenous	2008	9.2%	36%
Number of 15-19 year olds participating in school based apprenticeships	All	2008	0	41
	Indigenous	2008	0	23
	Non-Indigenous	2008	0	18
Number of students completing NTCE	All	2008	38	83
	Indigenous	2008	36	29
	Non-Indigenous	2008	2	54
Number of students aged 15-19 completing at least one VET Unit of Competency	All	2008	161	158
	Indigenous	2008	137	96
	Non-Indigenous	2008	24	62

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%.