



Australian Government



Northern Territory  
Government



## **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 Progress Report 2012 (1 January – 30 June 2012)**

## 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 progress 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 is 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* will continue 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 are being 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 April 2012, the Northern Territory provided an annual report to the Department of Education, Employment and Workplace Relations (DEEWR) on SSNP activity in the 2011 calendar year.

This progress report covers SSNP funded activity from 1 January to 30 June 2012. 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 progress report has four sections:

- Section 1 - *Improving Teacher Quality National Partnership*
- Section 2 - *Low Socio-Economic Status School Communities National Partnership*
- Section 3 - *Closing the Gap in the Northern Territory National Partnership*
- Section 4 - Milestones

## Section 1 – Improving Teacher Quality

### Overview/Highlights - 1 January to 30 June 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.

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 30 June 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 build 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 *Improving Teacher Quality National Partnership* Facilitation Reforms – 1 January to 30 June 2012

#### ***National Professional Standards for Teachers***

The Teacher Registration Board of the Northern Territory (the Board) has focussed on ensuring provisionally and fully registered teachers are informed of the changes from the *Northern Territory Standards of Professional Practice for Teaching* to the *National Professional Standards for Teachers* that are due to take effect in 2013. Information sessions with teachers have focused on the types of evidence and knowledge that will demonstrate national standards have been met. Alignment to the national standards by career dimension and domain is available on the Board's website. The *Illustrations of Practice* on the Australian Institute for Teaching and School Leadership website has been promoted through these sessions as a valuable tool for teachers to view the demonstration of the national standards in action.

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 *National Professional Standards for Teachers*. Regional Indigenous workforce development teams are facilitating 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.

### ***National Certification of Accomplished and Lead Teachers***

To increase the number of highly skilled teachers, particularly in remote schools, the Northern Territory Government has continued the Highly Accomplished and Leading Teacher (HALT) program that provides for additional remuneration to practicing teachers achieving high standard of teaching leading to improved student outcomes. Teachers that successfully complete the program are either awarded Highly Accomplished status which attracts an allowance or may apply to be a Lead Teacher within a school identified with the greatest need. There are currently 15 Lead Teacher positions identified in remote and very remote schools.

The Northern Territory Government has also participated in the development of agreed guidelines for the national recognition and certification of HALTs published by 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.

### ***National Consistency in Accreditation of Pre-service Teacher Education Courses***

The *National Guidelines for Accreditation of Initial Teacher Education Programs* provides a rigorous process for providers and panels. The Northern Territory has trained a further 12 people to sit as panel members, increasing the expertise and efficiency of panels; and has streamlined the process for presenting courses for accreditation and giving and responding to feedback.

Three initial teacher education programs have been assessed in the Northern Territory for accreditation using the national graduate teacher standards and program standards: Bachelor of Education Primary, Bachelor of Education Secondary (Science) and Bachelor of Education (Information Technology). Accreditation has not been provided based on the panel's assessment; however re-assessment will occur later this year. In addition, four more courses will be submitted for accreditation: Bachelor of Education Secondary in Visual Arts; Music; Humanities and Human Development; and Physical Education.

### ***Professional Development and Support for Principals***

The Centre for School Leadership, Learning and Development has continued to deliver a range of programs that support the professional learning and development of school leaders, aspiring school leaders and teachers in the Northern Territory.

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

- Preparation for School Leadership, funded under the *Low Socio Economic Status School Communities National Partnership* (refer section 2) delivered across all six regions to 68 participants.
- Literacy and Numeracy Leadership, designed to enhance the ability of principals to embed effective whole school literacy and numeracy teaching, learning and assessment practices within their own school contexts. Most principals and selected members of school leadership teams have completed the 12 month program, with two remaining regions to complete the program in Semester Two 2012.
- Development Program for High Potential School Leaders delivered to eight participants to increase understandings of key drivers for a high performing school. The program supported participants to implement initiatives and strategies to drive this agenda within their school context.

- School Leaders in the Making, a 12 month leadership program designed to build participants' skills and knowledge to lead effective schools that improve student learning outcomes. Nineteen participants from the Darwin, Palmerston/Rural, Katherine, Central and Alice Springs regions are currently undertaking the program, with 54% of participants from remote and/or disadvantaged schools.
- a principal was identified to become a High Performing Principal and was sponsored with grants to participate in a high profile national or international program. This two year program develops high performing principals as leading educational professionals who network and collaborate, share best practice across the system and engage in and continuously enhance the learning of students, staff and wider school community. This study program is coupled with an individual action research project that addresses areas of individual interest. The participant's research is investigating the question: 'What Is The Link Between Coaching Leadership Conversations and Sustainable School Improvement In Remote Locations?' A research report is currently being completed.
- new principals attended a two-day orientation program, providing them with an overview of strategic initiatives and key information on governance, systems, infrastructure and support structures available within the Northern Territory. This program also provides new principals with an opportunity to build professional networks with other principals and executive staff within the government schools sector. Eleven principals (six undertaking principal positions in remote schools) attended the orientation program in June 2012. A second orientation is scheduled for July 2012.
- 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 also a cross-sectoral event.
- Early Career Principals, a program designed to develop the capacity of school principals in their first few years of principal-ship. The program enables participants to become familiar with, critically examine and reflect upon the implications of the *National Professional Standard for School Principals* in their context. The program currently has 12 participants who come from a wide range of school types and contexts.

The Catholic sector has worked with the Australian Council for Educational Leadership (ACEL) to deliver programs targeting learning and leading together for leadership teams, including Indigenous leadership groups, from each school. The course for the school leadership teams has been completed. However, Indigenous leaders will continue to work with the Catholic Education Office and ACEL to deliver localised course modules onsite using the *ACEL Leadership Framework*.

A new leadership course, *Building and Leveraging Relationships*, has been developed by ACEL and will be provided to Deputy Principals and other staff to meet the ongoing expertise needs within the Catholic schools system.

The Northern Territory Government has continued to deliver professional development and support at the regional and local level, including developing strong partnerships with local community leaders/families; enhancing the cultural connections between the school and education; and literacy and numeracy learning, teaching of multi-lingual learners, data literacy/diagnostic systems and business support systems. These initiatives are supported through the *Low Socio-Economic School Communities* and the *Closing the Gap in the Northern Territory* national partnerships. The ongoing regional support services for schools are being reviewed to ensure relevant and quality support services are continued from 2013.

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.

Additional funding provided under the *Improving Teacher Quality National Partnership* for principal professional development is further supporting this reform area (refer section 4).

### ***Improved Performance Management and Continuous Improvement in Schools***

The Northern Territory continues to drive improvement in schools and support high standards of teacher performance through a strong probation and performance management system, staff pay progression assessment processes and system and regional induction and orientation programs for new teachers.

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 January 2012, 170 teachers attended the orientation programs 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.

Continuation of the Coaching Accreditation Program to support the effective delivery of quality education services has been delivered to 20 participants in Semester One 2012, with an additional 20 enrolled in the Semester Two 2012 program. To support this program, an online community of practice forum has been established to enable past and present participants to share their coaching practice.

Principals and senior staff in the Independent schools sector have commenced the implementation of a series of professional learning and networking sessions that will take place over 12 months. The first session concentrated on improving outcomes for Indigenous students and sustainability in curriculum, with Professor Paul Clarke from St Mary's University in Twickenham, United Kingdom sharing his knowledge in educational improvement, sustainability programs and community cohesion.

Teachers in schools which are part of NARIS have been provided the opportunity to apply for the Masters Scholarship program to develop skills in a variety of areas. This program recognises and rewards outstanding remote teachers to undertake Masters level study to improve the education outcomes of Indigenous students. Thirteen applicants from the Northern Territory are undertaking program.

The Catholic sector has developed a new Formation Review process where staff and supervisors work together to set goals and identify the professional learning needs for continuous improvement. This process is being trialled with workshops about the processes being held for all leadership teams in 2012 and implementation to commence in 2013.

### ***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 the home jurisdiction. Implementation of a pilot program will commence in 2013 across all NARIS schools and will provide the Northern Territory with an increased number of quality teachers to select for remote schools with the greatest need to support improved student outcomes.

### ***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 studying at Charles Darwin University will undertake placements at Barkly College and Katherine High School in Semester Two 2012. A further three high performing pre-service teachers studying at Deakin University will undertake

placements in remote Northern Territory schools during Semester One 2013.

The Northern Territory has continued to focus on supporting teaching professionals and paraprofessionals to obtain and upgrade formal qualifications. A range of scholarships, including Teacher Education Scholarships, are offered by the Northern Territory Government to support the completion of educational qualifications. 90% of scholarship holders complete their studies and 25 are due to complete studies this year.

### ***Improved Quality and Availability of Teacher Workforce Data***

The Northern Territory continues to contribute to national activity to improve workforce data through participation on the taskforce associated with the teacher quality reform agenda and representation on the National Teacher Datasets Sub-Group. The Northern Territory Government has prepared the set of data for 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 staff professional learning to be captured centrally. The system captures approximately 40 professional learning events each month and enables teachers to demonstrate learning outcomes that contribute to teacher registration requirements
- enhancements to the Staff Management System by linking financial and establishment datasets
- 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.

### ***Indigenous Education Workforce Pathways***

This area of reform is a significant priority for the Northern Territory, not only to assist in building a sustainable workforce, but to ensure to Indigenous culture is embedded into the school curriculum and practices. The Northern Territory Government 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 the Northern Territory Government's strategy, options to support Indigenous people to undertake educational studies are being considered with the aim of increasing the number of local Indigenous teachers in remote schools.

Managing Today's Workforce for Tomorrow is a program designed to identify the current and future workforce needs of each Indigenous Catholic Community School. Formation review is one element of the strategy that staff will participate in identifying individual goals for their professional development to improve the overall deliver of education in schools.

Under the *Local Teachers in Local Schools* strategy, over 60 Indigenous Territorians are 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 are staff located in remote schools. A further three Indigenous Teacher Upgrade Program students have upgraded their qualifications to be four year trained.

The Catholic sector is currently evaluating the mentoring aspect of the Growing Our Own Indigenous teacher training program at Ltyentye Apurte, Murrupurtiyanuwu and Our Lady of the Sacred Heart Thamarrur catholic schools, to inform future mentoring practices, and the systemic structures required to maximise mentoring program to support Indigenous staff to complete the course and transition effectively into their roles as classroom teachers. The Catholic sector is also investigating pathways from school to the Growing Our Own program for upcoming school completers and has commenced negotiations with Charles Darwin University to support a further cohort of students at a fourth Growing Our Own site.

Focussed efforts to consolidate, increase 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 Vocational Education and Training (VET) qualifications in the Community Service package. 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, six students are enrolled in a pilot preparatory studies program, the Indigenous Tertiary Preparation Program (ITPP). The ITPP has been developed under the *Batchelor Institute of Indigenous Tertiary Education/Northern Territory Government Partnership Agreement*. It is specifically designed for Indigenous people who have a desire to become teachers but are currently ineligible for direct entry to a Bachelor of Teaching and Learning degree. It is a one semester program with a focus on students being 'study ready' for the demands of tertiary studies in teaching. It includes work placements in schools. Successful completion of the program is set as a precondition to being offered a Northern Territory Government cadetship or scholarship.

Activity in relation to Indigenous Education Workforce Pathways initiatives is also supported under the *Closing the Gap in the Northern Territory National Partnership* (refer section 3)

### **Quality Placements**

In collaboration with Charles Darwin University, the Teaching School program continued with accredited schools aiming to prepare graduates who fit the current schooling paradigm from day one of employment. 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. 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.

### **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 on page 6). The program aims to:

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

The program 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.

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 Teacher for Australia mentors for these associates. An additional four high performing teachers have been trained under the Teach for Australia mentoring to provide quality mentoring support for pre-service teachers and new teachers (refer showcase page 9).



## Showcase Examples - 1 January to 30 June 2012

### **Remote Centres of Excellence - Katherine High School and 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. Tennant Creek High School has a 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.

Support to transition associates into living in a remote Northern Territory town is a key challenge.

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.

Historically, Barkly College is a school that has found it challenging to fill teaching positions. 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.

Further information regarding remote centres for excellent 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 the 28 September 2012.

## **Indigenous Leaders - Leading the Way in Indigenous Catholic Community Schools**

The catholic sector has been supporting Indigenous Catholic Community Schools (ICCS) at Ltyentye Apurte, Murrupurtiyanuwu, Our Lady of the Sacred Heart Thamarrurr, Saint Francis Xavier and Xavier catholic schools to build the capacity of Indigenous school leaders and to better engage with local communities to support the educational achievement of Indigenous students.

<b>Indigenous Catholic Community Schools</b>	<b>ICSEA</b>
Ltyentye Apurte Community Education Centre	619
Murrupurtiyanuwu Catholic School	584
Our Lady of the Sacred Heart Thamarrurr Catholic School	512
St. Francis Xavier School	554
Xavier Community Education Centre	669

Through the SSNP the following projects targeting ICCS have been supported:

- The Discourse and Discernment program, which has provided a framework for the Catholic Education Executive, Indigenous school leaders and school communities to better engage with each other to identify school priorities. This process has helped to determine the systemic support and services needed to: deliver school objectives, inform school strategic and operational plans and identify professional development needs of staff.
- Under the *Improving Teacher Quality National Partnership* and the *Low Socio-Economic Status School Communities National Partnership*, Indigenous Leaders, along with other Indigenous staff in ICCS schools, have been participating in a leadership program developed by the Australian Council for Educational Leadership (ACEL) and co-designed by Catholic Education Northern Territory. The program is built around the national professional standards for principals and teachers and is regularly reviewed and refined to ensure it meets needs of each school and cohort of students. Over 20 Indigenous staff have been involved in the program this year.
- The Growing Our Own project, which has now produced 15 local Indigenous community teaching graduates who are working at ICCS. A second cohort of Bachelor of Teaching and Learning students from these schools commenced studies in 2011. Through these programs, mentoring and support, the number and quality of local Indigenous teachers and schools leaders is growing.

Building on this work, the Sharing Our Learning forum, an initiative also supported through the SSNP, has been shaped by ICCS Indigenous leaders as a way to strengthen collaboration and partnerships across the Indigenous Leadership Group.

At the first Sharing Our Learning forum, held in March 2012, Indigenous leaders guided group discussions on issues such as:

- sharing knowledge between schools and central office
- reviewing and reflecting on achievements using data
- developing and revising school plans
- looking at what schools need to do to nourish children so that they may benefit from the educational opportunities available for their future.

Tobias Nganbe, the Head of Culture and Community at Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye, described the inaugural forum as:

*“The sharing of the journey got people to know each other better, this will help us in understanding what skills and talents we will share and where we will be going to make each of our schools a better place of learning.”*

The forums focus on building respect and trust to empower ICCS Indigenous leaders to own the future foundation of guidance and direction in achieving educational outcomes for all their students. Sharing Our Learning has emerged as the guiding expression of the commitment of the ICCS and Catholic Education Northern Territory to improve educational outcomes for Indigenous students.

## **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 are accessed by all staff, including those in remote locations. In 2011, 52% of government school-based participants came from remote and very remote schools. 44% of the Territory population lives in these areas and participants are drawn from across all regions. In 2011, 20-30% of government school sector teaching staff and principals in each region participated in a Centre program. 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 National (AITSL) Professional Standards for Teachers and National 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.

Through the Centre, the **Preparation for School Leadership (PSL)** program continued in 2012 across all six regions, with a total of 68 participants (59% of whom were from remote or very remote schools). This program is building systemic capability to provide effective leadership in complex school communities and hard to recruit to schools through a focus on developing leadership capabilities for aspiring principals:

*"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 has been exceptionally high indicating that both the content and delivery of the 2012 program has been effective. Ongoing evaluation of the program will result in recommendations for improved program delivery into the future.

Most principals, selected members of school leadership teams and some regional office staff completed a twelve month **Literacy and Numeracy Leadership Program**. The program enhances 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 is accessible and informative, with a majority of participants coming from remote or very remote schools:

*"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 is also delivering the **Highly Accomplished and Leading Teacher** program for practicing teachers to develop their professional knowledge, practice and engagement. The program provides 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.

### **Principal Professional Development**

The *Implementation Plan for the Principal Professional Development in the Northern Territory* strengthens and complements the reform activities that have already commenced under the Smarter Schools National Partnerships.

The Northern Territory is providing leadership development and mentoring for current and aspiring leaders to strengthen school review processes that lead to high quality learning, teaching and schooling. Twenty-four high performing principals and school directors from the government sector participated in the School Review Program. In the catholic sector, an additional 30 catholic school leaders participated in the Australian Council for Educational Leaders leadership development program. Further detail is contained in the *Principals Professional Development* report (refer section 4).

## Section 2 – Low SES School Communities

### Overview/Highlights - 1 January to 30 June 2012

The *Low Socio-Economic Status School Communities National Partnership* supports schools with disadvantaged students through implementation 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 38% of all Northern Territory schools and students, respectively. The majority of these schools (92 schools) are also eligible for support under the *Closing the Gap in the Northern Territory National Partnership*, 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 fifth year and early reforms become embedded into standard practice, work is underway to review and consolidate the priority initiatives and activities to be resourced through this national partnership. To this end during 2012, some activities previously resourced through the *Closing the Gap in the Northern Territory National Partnership* will continue under the *Low Socio-Economic Status School Communities National Partnership*, and some activities will cease or transition to other resourcing arrangements.

Focussing on the importance of locally identified and driven solutions which meet the needs of each school and community, approximately 30% resourcing under the *Low Socio-Economic Status School Communities National Partnership* is 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 provide 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 this period included:

- Working with local people to align curriculum offerings with the educational aspirations of the community, including delivery of VET programs. For example:
  - Kalkaringi School has increased student engagement and attendance through the implementation of VET programs in IT, Engineering, Horticulture and Music. These programs are broadening horizons for Kalkaringi students and raising their expectations of their own goals and achievement potential.
  - 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.
- Exploring opportunities to modify the school day and calendar to increase flexibility and accommodate seasonal/cultural events. In Term One 2012 a flexible school year trial commenced at Gunbalanya School, with students commencing three weeks earlier than the rest of the Northern Territory with an extended mid-year break. The flexible school year trial aims to maximise student attendance in the wet season, providing a targeted solution for distinct seasonal fluctuations in attendance levels at Gunbalanya School. Evaluation of the trial will inform implementation of flexible school year arrangements at other remote sites.
- Extended service delivery at large remote college sites (refer section 3) through the 3-9 program. A range of programs are offered outside of normal school hours to students and the wider community to:
  - Improve local awareness about education

- Enhance the commitment to schooling for young people
- Build adult skills to create a stronger local economy
- Reengage students, particularly senior years students who are disengaged with the traditional model of schooling and program offerings.

Programs have strong community support and include 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.

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 Alyarmandumanja Umbakumba School enhanced the senior years program that commenced in 2011, Milyakburra School commenced a senior years program and Baniyala Garrangali School commenced a trial of senior year program delivery. Local Indigenous staff in these schools participated in career development training programs (Guiding Circles and Certificate IV in Career Development) and are applying their learning to support the delivery of senior years programs to students.
- 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 have received an additional staffing allocation, providing local employment opportunities with the aim of increasing student attendance and engagement through better community- school relationships.
- Supporting school based initiatives to improve student attendance and engagement in learning. For example, in Alice Springs, schools such as Ti Tree, Nyirripi, Willowra and Walungurru received funding for breakfast programs, attendance incentives (including interstate trips) and community meetings to raise awareness around the importance of student attendance. Positive results such as improved student attendance and a decrease in un-notified absences have been attributed to the impact of these programs.
- Supporting capacity building initiatives to enhance leadership of teaching and learning and community engagement, including whole of region conferences and site based coaching. For example:
  - In the Barkly, a whole of region conference was held focussing on building connections between schools, the Australian Curriculum, assessment learning styles and multi-intelligences.
  - Five schools in the Arnhem region received additional funding to access mobile relief teachers, providing release time for principals to lead teacher capacity building, community engagement and participation in leadership development opportunities (including principal business meetings).

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 in this period 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.
- Implementing programs that empower families to support their children to achieve including

the Culture First Class for indigenous Students at Jabiru Area School and Families and Schools Together (FAST).

- Funds to assist with transporting students to school, providing opportunities to build relationships with families and decrease the number of un-notified student absences.
- Reward and incentive programs for frequent student attendance and parent participation in school programs, for example the PASSPORT Program at Sadadeen Primary School that rewards parents for volunteering their time.
- Additional classroom resourcing to tailor programs to student's needs including development of, and access to, technology, such as online literacy and numeracy programs and classroom tutors to provide support for targeted students.

### ***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**. Grants have 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. In this reporting period, schools in the Arnhem region were provided with access to forums held in the Gulf, East Arnhem and Central Arnhem school hubs. The regular forums provide school leaders with access to classroom instruction focussed professional learning with support from colleagues working in similar contexts.
- **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 held in Semester One 2012.
- **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 is a key part of the school's strategy and has over 70 students with 12 parent/community volunteers and five Indigenous staff.
  - Gillen Primary School's 'Little Strong Yerrampes' program is aimed at establishing strong links between school and home. The program supports ten young Indigenous children, who have not yet started pre-school, and their families in Alice Springs. Families receive weekly visits and a kit containing activities that address identified skills areas for children entering pre-school including basic numeracy, literacy and fine motor skills.
  - 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.

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. Community Liaison staff have also assisted families and community member to travel to the colleges for interaction with staff and students.

### ***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. During Semester One 2012, support was focussed on the establishment and monitoring of school budgets, including alignment of resourcing with priorities identified in school based strategic and operational plans.

Regions facilitated **cognitive coaching and career development** training for over 80 office and school based staff in the government sector. Participants were also able to access site-based mentoring during and post training workshops to enhance performance and build more effective teaching partnerships with para-professionals in the classroom. As part of this program, in the Arnhem region, eight remote staff completed the Guiding Circles 4-day training program. Guiding Circles is an interactive, flexible, and fun holistic career development program that combines a traditional Indigenous worldview with contemporary career development concepts designed to guide individuals toward career paths.

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 page 11).

### ***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 Semester One 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 (refer showcase page 20).
- 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 Smarter Schools National Partnerships. Unit one of the course, comprising five days of workshops, was delivered to a fifth cohort of teachers in Semester One 2012, bringing the total number of attendees to 174, 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

System support for teachers of multi-lingual learners is extended beyond the formal course component through online and face-to-face professional networking opportunities. Through the Teaching Multi-lingual Learners Portal and regional face-to-face meetings held each term, educators from all sectors are encouraged to share best practice, raise challenges and discuss solutions.

### **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.

In this period, 22 schools supported under this national partnership accessed training and/or ongoing support for the implementation of the **School Wide Positive Behaviour Support (SWPBS)** framework. 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.

Also targeting students at risk, the Wrap Support Team provides a **coordinated approach to drug education** and wellbeing projects with stakeholders, including responsive professional development for schools and provision of professional advice. This work is providing support and increasing teacher confidence to teach drug education in schools such as: Kormilda College, Ntaria School, Yuendumu School, Maningrida School and Stirling School.

In the Independent School Sector, a strong feature of reform activity supported by this national partnership is the **program for pre-school aged children and their family members** at Gäwa Christian School. 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 continued on improving 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. Currently the SAIS houses T-9 Net, Accelerated Literacy and Northern Territory Curriculum Framework English as a Second Language Levels. The Assessment of Student Competencies (ASC) will also be incorporated into SAIS from 2013.

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 this reporting period, Menzies School of Health Research commenced a review of the competencies

and resources that teachers will address in 2013. The review will provide a solid evidence base for the competencies and teacher assessments.

In partnership with ACER an online Year 1 assessment, with a focus on literacy and numeracy, was piloted in four schools, with preparation to extend the trial of this assessment to over 20 schools across the Northern Territory. 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. Schools trialling these systems are completing further student assessments to determine the extent of data capture and usability across the government schools system.

Supporting the use of data to inform teaching and learning, regionally based coaches provided mentoring and support at the regional, whole-school, team and individual teacher level to build knowledge and practice in the **analysis and use of school data** to inform whole school and classroom planning. Schools were also supported in the administration of NAPLAN testing and the completion of Australian Early Development Index (AEDI) and ASC requirements to maximise student participation and results. In the Arnhem region, regional staff assisted in the development of school perception surveys and their translation into Yolngu Matha.

### ***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. The 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, including Music Video Production aligned with **Vamp TV** (refer showcase page 19).

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 30 June 2012**

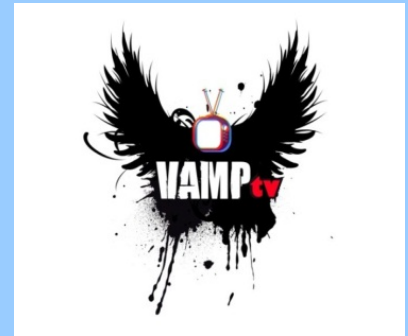
In Semester One 2012, 12,899 students, representing 77% of student enrolments in schools eligible under the *Low Socio-Economic Status School Communities National Partnership* were Indigenous students. To this end, all initiatives provide targeted support to Aboriginal and Torres Strait Islander Peoples.

Support for community engagement has assisted with progress towards the completion of School-Community Partnership Agreements across the 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.

## Exemplary Schools and Showcase activities - 1 January to 30 June 2012

### ***Flexible and Innovative Remote Delivery - VAMPtv***

VAMPtv (Video Art, Music Production Television) is an initiative developed by the Northern Territory Music School that provides students in remote and regional schools the opportunity to produce a television style show online. VAMPtv encourages student engagement in learning through dance, music, drama and visual arts and provides a platform for Indigenous students to express and showcase their culture and language. Providing a strong cultural identity can lead to improved student attendance and engagement outcomes for schools which is consistent with the aims of the *Low Socio-Economic Status School Communities National Partnership*.



Support provided under this national partnership enabled teachers from remote schools to participate in professional learning workshops held in both Darwin and Alice Springs. The workshops, held in March 2012, gave teachers the opportunity to develop practical skills in videography as well as learn about the VAMPtv website to enable them to become coordinators of the project for their school. Approximately 20 participants attended each workshop session, with a total of 27 eligible schools being represented.

Woolianna School is situated 230km southwest of Darwin and caters for students in preschool to Year 7. The school has an ICSEA value of 679 and has approximately 60 students enrolled with 79% identified as Indigenous. The school is participating in both the *Low Socio-Economic Status School Communities National Partnership* and *Closing the Gap in the Northern Territory National Partnership*; and was one of the schools represented at the workshop. The skills obtained from the workshop have been passed on to students in Years 5 to 8 who are now active participants in the program. They have learnt about camera functions and settings and the use of close ups and wide shots to give different cinematic effects. They have also used iPads to experiment with different camera settings and are using a range of apps to produce different styles of video clips. Currently the students are using the 'strip design' app to produce a comic strip style video. Later this year, the students hope to be able to build on their knowledge to produce a short film, which will be a great achievement.

*"VampTV PD was fantastic and the streamed program itself is incredible and my kids and I look forward to it each fortnight."* - Woolianna Teacher

The VAMPtv team is already seeing the benefits of the workshops, with an additional 30 memberships of the website and an increase in the number of schools uploading their videos.

*"Filming techniques and camera angle stuff was great, as was the 'winning' script for Hollywood movies. The hints and tips of filming flash disk is a great resource."*

Workshop participant

*"I really enjoyed the practical aspects of the course - storyboarding and shooting footage as well as the advice given about scaffolding learning. It was a great day and I got lots of hints and tips that I will be trying to implement in my school - I'm running my own PD about VAMPtv for my school in the coming weeks!"*

Workshop participant

To view the videos or obtain further information on VAMPtv, visit the website: <http://vamptv.com.au/> .

## Engaging Remote Indigenous Students – Epenarra School

Epenarra School is situated in the Barkly region approximately 120km south east of Tennant Creek with approximately 70 students enrolled. The school's ICSEA value is 583 with 100% of students identified as Indigenous.

Funding from the *Low Socio-Economic Status School Communities National Partnership* through the ERIS initiative has provided support to embed literacy and numeracy teachings across the whole school.

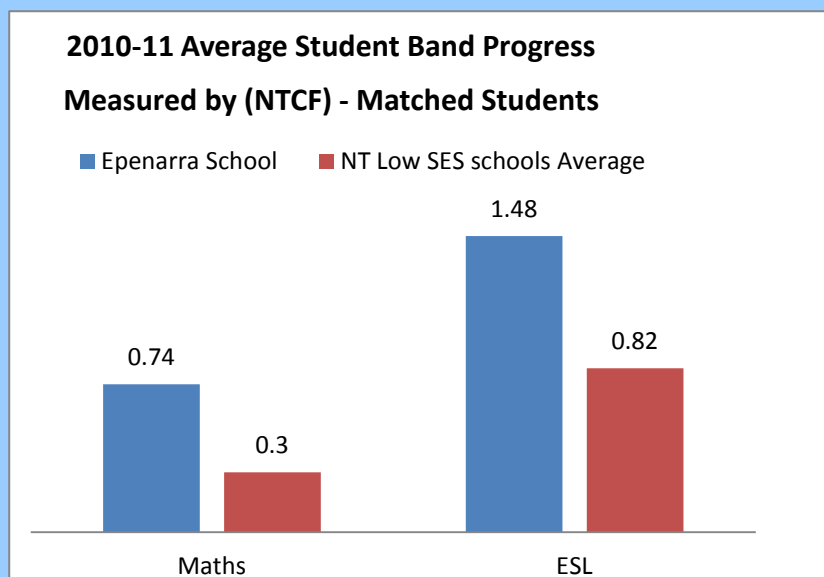
Professional development opportunities have been provided to three teachers new to Epenarra School through training in First Steps Numeracy in Semester One 2012 and are scheduled to attend First Steps Reading in Semester Two 2012.

Assistant Teachers have also benefited through professional development supported by SSNP. Three assistant teachers have commenced their Certificate III in Education Support at Batchelor Institute of Indigenous Tertiary Education. These assistant teacher have been supported to undertake their studies by the principal, other teachers and the regional office in Tenant Creek, and all are on track to complete their qualifications this year.



The school reports that a continued focus on professional development for both teachers and assistant teachers has led to improvements in student literacy and numeracy. The school showed improved outcomes in both English as a Second Language and Maths from 2010 to 2011 and will continue to focus on literacy and numeracy improvement into 2012. In Semester One 2012 the school was recognised for improvement in performance and participation against the curriculum, winning \$15 000 as part of the SSNP School Improvement Awards.

Challenges are always present in very remote schools, particularly due to staff turnover. Epenarra School is focused on embedding whole school approaches and sustainable models for staff professional learning to minimise the impact of these challenges on student outcomes.





### Remote Whole School Reform – Manningrida School

Manningrida School is situated in the Manningrida Community which is located in Northern Arnhem Land approximately 550km east of Darwin. The school has an ICSEA value of 596 and caters for students in preschool to Year 12. There are approximately 550 students enrolled in the school with 97% identified as Indigenous.

Manningrida School is participating in the RWSR initiative funded under the *Low Socio-Economic Status School Communities National Partnership* and *Closing the Gap in the Northern Territory National Partnership*. The school is also participating in the Interactive Distance Learning Pilot (refer section 3).

NAPLAN results have seen continued improvement since 2010, with increases in the majority of test domains for both Year 3 and Year 5 students.

Ensuring every child attends, every day, remains a key focus for improving educational outcomes at the school. The cultural advisor funded by RWSR is pivotal in highlighting this message in the community.

Curriculum support programs funded by RWSR to offer further incentive for students to attend and engage with the school also play an important role in supporting improved student outcomes. For Example: in March 2012, students were visited by circus performers and were taught circus tricks which they practiced and then presented to the school assembly.

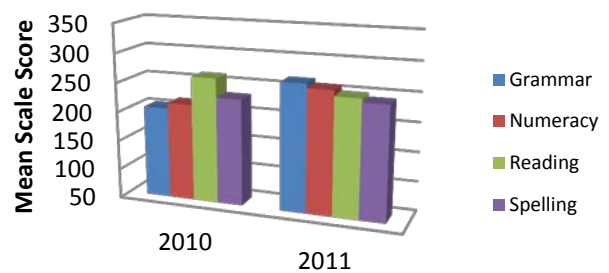
Another focus is providing pathways that will assist students with the transition from school to employment. RSWR contributes to VET courses offered by the school. The school offers courses in Construction and Conservation and Land Management. For

2012, there are 28 students enrolled in these courses, with 14 students enrolled in Certificate I in Construction, and a further 14 student enrolled in Certificate I in Conservation and Land Management.

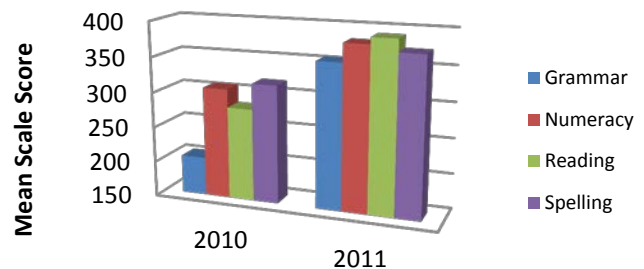


Manningrida School is still on the journey to improve educational outcomes for its students, but through specialised assistance in literacy and numeracy, a targeted approach to improve attendance rates and creating clear pathways to employment, the school is focussed on making improvement gains.

### Yr 3 NAPLAN Mean Scale Score Progress



### Yr 5 NAPLAN Mean Scale Score Progress



## Section 3 – Closing the Gap

### Significant Achievements/Activities/Highlights – 1 January to 30 June 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, 11 329 Indigenous students were enrolled, representing 63.2% of all Indigenous student enrolments in the Northern Territory in Semester One 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 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. 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*.

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** emphasises the importance of community leadership and partnership, positive early years experiences and lifelong learning. In this period there were three fully operational sites in the government schools sector providing extended services to their communities: West Arnhem College (Gunbalanya and Jabiru); Shepherdson College (Galiwin'ku); Ngakwuralangwa College (Angurugu, Umbakumba, Milyakburra and Alyangula). Two more sites, Warlpiri-patu Kurlunga Jara College (Yuendumu, Lajamanu, Willowra and Nyirripi) and Ntaria College (Hermannsburg) are being established with planning underway for the next two sites at Ngukurr and Maningrida.

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 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.

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 April 2012. Several of the 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. In this period, recruitment of **Child and Family Leaders** to Ntaria, Maningrida, Galiwinku and Yuendumu was finalised. There are

now seven Child and Family Leaders operating in extended service delivery college locations, raising awareness of the importance of early childhood development and engaging with community and stakeholders to move towards a shared vision and action plan for the integration of child and family services in their respective communities. The importance of sustainable programs and services for early learners in remote communities is also being recognised through the **Building the Remote Early Childhood Workforce** pilot program that involved four communities in this period – Yuendumu, Gunbalanya and Maningrida (refer showcase page 28).

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.

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 Semester One 2012, 78 middle school students were enrolled in VET courses across eight remote schools. These students were undertaking training in seven qualifications, ranging from Construction through to 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, in this period students from Ngukurr finished their Certificate I in Rural Operations after undertaking structured work placement at the nearby Hodgson Downs Station (refer showcase page 27) and students were enrolled in the Certificate I in Construction at Borroloola, working closely with McArthur River Mining.

**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 450 structured work placements occurred across the Northern Territory, with over 430 businesses now engaged in taking work placement students.

At a number of sites a model for delivery of training through hub schools has been developed, and **dedicated VET trainers** work across a number of sites supported through this national partnership. This model of delivery is having a positive impact, for example the Plenty Pathways Project at Harts Range School has brought 12 disengaged young men back into schooling. A teacher and trainer work in partnership, training these young men in rural operations, preparing them for jobs in the pastoral industry. The teacher provides a strong contextualised literacy and numeracy package with the trainer takes students through both theoretical and practical work to teach the skills needed for this industry. In the first term of its operation, the project achieved a 92% attendance rate and students have commenced full week work experience.

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. Thirty-four students from Gapuwiyak (12), Gunbalanya (9), Millingimbi (1), Ngukurr (3) and Yirrkala Homelands (9) were involved in the program during the reporting period, with 84% of students attaining a C grade or better across their Semester One 2012 subjects. Students studied a range of subjects, Communication Products, Creative Arts, Literacy for work and community life, Numeracy for work and community life and the Personal Learning Plan.

Fifty-two schools supported under the this national partnership have now 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. Issues of staff turn-over continue to be a challenge, with a number of schools engaged in re-training due to significant staff changes. Delivery of train the trainer courses to ensure trained staff are accessible in more remote locations and in individual schools is a continued focus of this initiative.

Training has also been extended to educational advisors and students currently engaged in education related courses at Charles Darwin University and Batchelor Institute of Indigenous Tertiary Education.

Addressing the impacts on learning from conductive hearing loss, **Conductive Hearing Coordination** efforts provides support for cohorts of students with hearing loss, the majority of which are Indigenous students living in remote locations. During this period, **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** has also been 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

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. A community of practice has been established between the participants of the Centre's **Accredited Coaching Program** from 2011 and those who commenced in 2012. An online discussion forum is being enthusiastically used by participants to share and reinforce their coaching practice.

In the Catholic Education sector, the fourth and final workshop was delivered by ACEL as part of the **Indigenous School Leadership** project. The project provided professional development and other support programs to build the capacity of current and aspiring Indigenous school leaders in complex school communities. Severe weather circumstances caused cancellation of the planned delivery of the workshops to the second stream of participants (Indigenous staff not in the leadership teams). To overcome this challenge the Catholic Education Office (CEO) has developed a capacity building program using modules based on the ACEL Leadership Framework. CEO staff will deliver the localised course modules onsite to these staff.

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 context. For example: at Nyangatjatjara College, teachers and school leaders accessed professional development opportunities across a broad range of topics, including: ICT, curriculum and teaching and learning methodology. These professional learning opportunities have increased the ability of teachers and leaders at the College to work closely with colleagues from the Independent sector as well as across sectors and jurisdictions, enabling strong networks to evolve.

In the government schools sector, ensuring 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, **Teaching Multi-Lingual Learners (TML) officers** are in place across regions. The focus of these positions has been determined by regional priorities. Examples of support provided by TML Officers during this period include:

- Supporting the use of appropriate pedagogy to enable EAL/D learners to access the Australian Curriculum through facilitating professional learning for school staff and coaching classroom staff in the use of materials, policies and data to inform teaching decisions.
- Providing presentations at scheduled whole school professional development days and group school conferences around the implementation of the Australian Curriculum in an EAL/D context
- Modelling effective EAL/D pedagogy and team teaching practices, for example the Jinta-



Jarami workshop held with Warlpiri College Indigenous staff on unpacking the Australian Curriculum.

- Collaborating with remote schools to develop whole school curriculum plans and successful use of monitoring tools.
- Facilitating professional development in EAL/D practices such as 'Readers' Theatre' and improving teacher understanding of teaching EAL/D learners for example, through 'Making the Jump' and 'High Challenge, High Support'.

With a focus on providing support, training and facilitation of site-specific evidence based literacy and numeracy approaches to better support Indigenous students, regionally based **Literacy and Numeracy Coaches** are focussed on supporting schools to implement the Australian Curriculum, including:

- Facilitating regional and school based professional learning in Australian Curriculum requirements including specific curriculum areas and assessment, monitoring and reporting expectations.
- Working collaboratively with school leadership teams on the development of Whole of school Curriculum and Assessment Plans that align with the Australian Curriculum.
- Developing and trialling support materials for the use of the Australian Curriculum in multiple year level classrooms.
- Supporting the use of assessment data to inform teaching and confirm the consistency of teacher judgements against the Australian Curriculum Standards.

In the Catholic education sector, the **ICCS Specialist Support Team** is continuing to provide school based coaching and mentoring in areas of need identified by the five remote community schools. In this period the team increased focus on numeracy support and extended work to support students coming from prescribed communities into both long-term residential schooling and other shorter term arrangements in urban schools.

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. 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 1).

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 (refer page 18).

In the Catholic education sector, the **Growing Our Own** program continues to support the development of a local workforce, with a second cohort of 15 students, including both pre-service and in-service students, proceeding with studies. This cohort has been established with enhanced pre-selection and pre-tertiary study support processes. 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.

### **Support for Targeted Students – 1 January to 30 June 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.

## Showcase/Exemplary Activities – 1 January to 30 June 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 569. As a remote College, the school takes an integrated approach to education for students from the early years through to secondary, including vocational education and training programs for middle and senior years students. 100% of the 280 students currently enrolled in the school are Indigenous, EAL/D learners. The school is part of the RWSR initiative under the *Low Socio-Economic Status School Communities National Partnership* and *Closing the Gap in the Northern Territory National Partnership*.



In 2011 the school developed and began delivering a Horsemanship program. 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. To implement the program, the school has:

- renegotiated a community land use agreement with the Mumbalgujarra Aboriginal Corporation Board
- committed both RWSR and school equity funding to create the infrastructure, and enable the ongoing employment of two onsite VET trainers (Rural Operations and Engineering). The school council's decision in relation to this demonstrated significant community ownership for the program which will assist with its ongoing sustainability
- purchased twenty-five horses and riding equipment
- built infrastructure such as paddocks and horse yards
- had senior years teachers working together with VET trainers to deliver training and contextualised learning in numeracy and literacy.

The program has allowed the development of an integrated secondary and middle years timetable providing for targeted individualised instruction relevant to identified student pathways. Students have a timetable as they would in any urban setting, but with flexibility to allow for attendance and movement issues. This is new for Ngukurr which previously had two stand-alone secondary classes.



Formal VET training began in Semester One 2012, with 11 students across the school (seven boys and four girls) completing Certificate I in Rural Operations. In Term Three, seven students will commence a Certificate II in Rural Operations which also has modules that can contribute to a Certificate I in Engineering. The practical part of the engineering course dovetails into rural operations through real application of engineering skills to make gates, seats, a tank stand and storage cages for the horse yard. The students have also constructed tin shades between storage containers and will make a set of gates to mark the horse yard entrance.

The school reports more secondary aged students attending and engaging with school as a direct result of the program. Three 'at-risk' students (substance abuse and gambling) who have a history of poor attendance and behaviours that are participating in the program have completed their Certificate I in Rural Operations.

For further information see: ABC Landline; *Ridin' and a Ropin' once more*, broadcast 6 November 2011 <http://www.abc.net.au/landline/content/2010/s3357298.htm>



### ***Piloting a program to build the remote early childhood workforce***

Research has provided evidence to support a link between the qualification level of staff delivering early childhood development programs, the quality of the programs and the outcomes for young children. To support sustainable programs and services for early learners in remote communities the Building the Remote Early Childhood Workforce program is being piloted at four sites across the Northern Territory. The program aims to achieve a more integrated workforce that can collaborate across early childhood development activities and provide better services for children and their families. Onsite training is provided in Community Services/Children's Services qualifications for VET in Schools students, school-based apprentices as well as new and/or existing staff in child care and other community services roles.

By living on communities, trainers develop relationships with the community and the school and provide ongoing flexible training for students. As at the end of Term Two 2012 there were 40 participants enrolled across three of the four sites as follows:

<b>Community</b>	<b>Certificate I</b>	<b>Certificate II</b>	<b>Certificate III</b>	<b>VETiS Certificate I</b>
Yuendumu	8	2	5	-
Gunbalanya	12	-	-	-
Maningrida	11	-	-	2

There has been one completion through the program (at Gunbalanya) and the program is commencing at Ngukurr in Term Three 2012.

A profile of the program as it operates at Yuendumu was recently profiled by the Office of the Coordinator General for Remote Services, see: <http://cgris.gov.au/site/latest.asp?item=62>.



### **Remote Whole School Reform – Murrupurtiyanuwu Catholic Primary School**

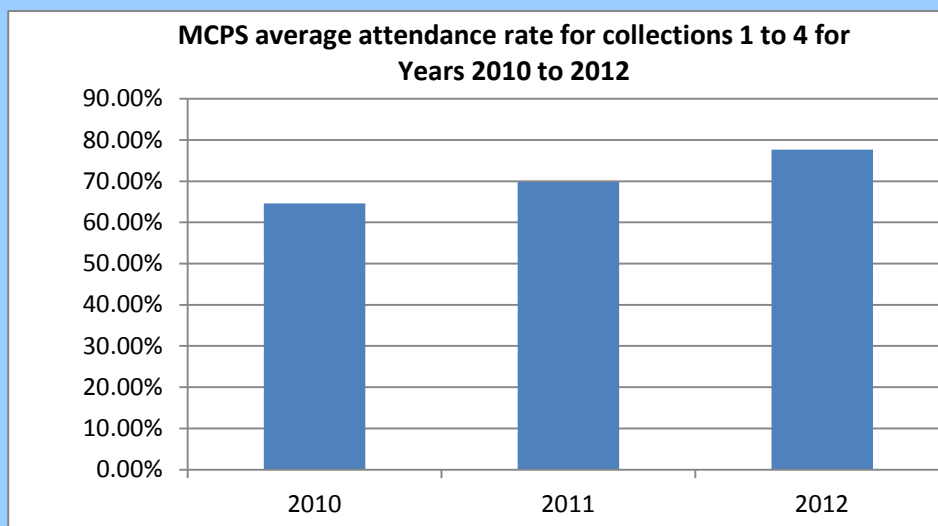
Murrupurtiyanuwu Catholic Primary School (MCPS) caters for students from preschool to Year 6. The school's ICSEA value is 584. The school has approximately 200 student with 99% identified as Indigenous. The school is situated in Nguiu (Bathurst Island) which is one of two islands that collectively form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

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.



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

While improving enrolment and attendance is a high priority, teaching and learning remains a continual focus for the school. SSNP funding has provided opportunities to implement whole approaches to literacy and numeracy through a number of programs such as Count Me In Too, Ready to Lean, and PM Benchmark. These programs 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.



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.

<b>Principal Professional Development</b>		
<b>Description of Activity</b>	<b>Milestones 2012</b>	<b>Progress against milestones to date</b>
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.	20 School leaders, principals and emerging leaders participating in the school review facilitator training program	ACHIEVED. 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 that has been successfully delivered for over 12 months. The program aligns with the National Professional Standards for Principals and findings in the Northern Territory’s Masters’ Review.  The first program was delivered to 24 participants: 14 high performing principals and 10 school directors across all government school regions. The program supports strong school review processes and school planning, including curriculum leadership, through school review teams working with principals and leaders in government and independent schools to provide appropriate mentoring and support to schools.
Development of school review teams in the Government and Independent schools sectors comprising Executive Directors, Directors of School Performance and highly performing principals. These teams will support current and emerging principals in a strong school review to underpin planning, including curriculum leadership.	10 School leaders, principals and emerging leaders participating in the school review mentoring program	ACHIEVED. Ten government school leaders that participated in the first school review program are providing mentoring and support to principals and school leadership teams to engage in strong school review, planning and implementation processes.
Expanding ACEL Leadership course to all principals, deputy principals and Indigenous leaders in the Catholic schools sector.	20 Catholic School leaders, including principals, deputy principals and Indigenous leaders, participating in a leadership development program provided by the Australian Council for Educational Leaders in addition to those already funded under the Smarter Schools National Partnerships	ACHIEVED. An additional 30 school leaders, including principals and Indigenous leaders, participated in the ACEL Leadership course during 2012.

## Part 1 - Milestones not reported/not achieved/partially achieved in 2011 Annual Report

Milestone	Milestone achievement at 30 June 2012	Reasons for partial achievement and expected future progress.
Five Regionally Based Mentor Capacity Building Support officers employed	Achieved.	All regions have access to support for mentor capacity building. During implementation of this national partnership it was identified that Mentor Capacity Building Support Officers was not an appropriate model for all regions. Where appropriate alternative arrangements are in place through the range of regional support positions that focus on capacity building and through programs provided through the Centre for School Leadership, Learning and Development.

## Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2012)

Milestone	Milestone achievement at 30 June 2012	Reasons for partial achievement and expected future progress.
School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements and progress (as appropriate)	Partially achieved	A majority of schools have achieved this milestone. Work is ongoing through regional and system support structures to ensure that School Annual Reports are completed for each school, including explicit links to SSNP to initiatives.
School Improvement plans published for all schools participating in this National Partnership	Achieved.	
RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> <li>▪ Improving literacy and numeracy outcomes</li> <li>▪ Enhanced community and family engagement</li> <li>▪ Student attendance and engagement</li> </ul>	Achieved.	
All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance: <ul style="list-style-type: none"> <li>▪ family and community engagement</li> <li>▪ student attendance and wellbeing</li> <li>▪ flexible and innovative remote delivery</li> </ul>	Achieved.	

There are no outstanding milestones from the *Closing the Gap in the Northern Territory National Partnership*.