

Implementation Plan 2018–2020

Indigenous students in the Northern Territory are successful and confident in their education journey

ELEMENT 1

Foundations

Indigenous children entering primary schooling have the skills and attributes they need to succeed in their education.

GOALS

- 1.1 Early childhood education and development programs are evidence-based and focus effort on success in literacy learning.
- 1.2 Parents and carers are engaged in and support their children's learning and development from the earliest years.

ACTIONS

1. Implement place-based engagement strategies to increase the number of children and families regularly attending the Families as First Teachers program.
2. Expand use of the early years development screening tool.
3. Expand parent access to early childhood services through Integrated Service Centres.
4. Adapt and deliver an adult literacy program across select Families as First Teachers sites.

ELEMENT 2

Essentials

Indigenous students achieve age benchmarks in literacy and numeracy in their primary years of schooling, and plan for their secondary education with confidence.

GOALS

- 2.1 Identified schools are centrally supported to deliver mandated quality evidence-based literacy and numeracy programs.
- 2.2 Territory-wide age benchmarks are in place to ensure effective monitoring of student achievement in reading, oral English and numeracy.

ACTIONS

1. Consolidate delivery of Literacy and Numeracy Essentials programs in remote schools.
2. Continue the sustainable delivery of Direct Instruction at select schools.
3. Implement NT-wide age testing for maths, reading and writing.
4. Implement the Indigenous languages and cultures framework and curriculum across remote schools.

ELEMENT 3

Pathways

Indigenous students complete schooling well equipped to take up employment, training and higher education opportunities.

GOALS

- 3.1 Secondary education in regional and urban secondary schools is tailored to meet the needs of students from remote communities.
- 3.2 Residential options and transition support are provided to very remote students.
- 3.3 Workplace literacy and numeracy programs are provided to prepare students for work.

ACTIONS

1. Develop a secondary education provision policy for Northern Territory government schools.
2. Continue to provide transition support for boarding school students.
3. Continue to provide workplace-specific skills and knowledge, vocational education and training programs to remote schools.
4. Deliver the Employment Pathways program in select remote schools.

ELEMENT 4

Engagement

Indigenous children at all stages of schooling attend school regularly and are supported in their education by their families and community.

GOALS

- 4.1 Parents and communities are engaged with purpose to support their children throughout their learning journey.
- 4.2 Schools and regions achieve strong and consistent attendance of students from early childhood through to secondary schooling.
- 4.3 Quality student engagement programs support young adults in schools.
- 4.4 Schools provide a whole-system approach to behaviour management and wellbeing.

ACTIONS

1. Implement engagement and attendance strategies in collaboration with local communities and the Commonwealth Government.
2. Continue to implement a tailored girls' engagement program at selected sites across the Northern Territory.
3. Expand delivery of social emotional learning and wellbeing programs to include trauma informed practices in remote schools.
4. Establish a Community Engagement and Local Decision Making unit to build capacity and engagement with remote Indigenous communities.

ELEMENT 5

Workforce

Indigenous student outcomes are improved through a consistent system-wide approach to providing highly skilled and motivated educators and leaders in our schools.

GOALS

- 5.1 A strategic approach is adopted to managing, supporting and developing a strong workforce to achieve educational success for Indigenous students.
- 5.2 Working in remote schools is seen as a career opportunity for high performing principals and teachers.
- 5.3 Indigenous workforce and capacity is increased and is supported by scholarship and early careers programs.
- 5.4 Indigenous staff have equitable professional opportunities.

ACTIONS

1. Implement strategies to attract and retain high quality Indigenous assistant teachers and actively support their professional development.
2. Continue the construction and refurbishment of remote teacher housing.